

# DOCUMENT RESUME

ED 168 279

EC 114 403

AUTHOR Nesbitt, John A., Ed.  
 TITLE Papers on New Models of Community Recreation for Handicapped. Institute Report #3. National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth.  
 INSTITUTION Iowa Univ., Iowa City. Recreation Education Program.  
 SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 PUB DATE 78  
 GRANT G007501219  
 NOTE 338p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available

EDRS PRICE MF01/PC14 Plus Postage.  
 DESCRIPTORS Architectural Barriers; Attitudes; \*Community Programs; Costs; Cultural Activities; Employment; Handicapped; \*Handicapped Children; Identification; \*Leisure Time; Models; Program Administration; Recreation; \*Recreational Programs; Transportation

## ABSTRACT

Fifty-seven papers on new models of community recreation for the handicapped comprise the third report in the series (EC 114 401-409). Papers deal with the following topics (sample subtopics in parentheses): administration (management by objectives); advocacy; areas and equipment (outdoor playground equipment); attitudes; barriers (an analysis of Kentucky State Resort Parks); commercial recreation; community organization; consumerism; culture and the arts (cultural festivals); educational models (implications of P.L. 94-142 for recreation); employment; evaluation; funding; identifying the handicapped; insurance; leisure counseling; leisure education; literature; models (a program for deaf-blind persons); program (scouting); research; state models; training; and transportation. (CL)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED168279

U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Institute Report #3

National Institute on Community Recreation for Handicapped -  
A Project Funded by the U.S. Bureau of Education for the Handicapped

Papers on New Models of Community Recreation for Handicapped

Articles, Papers and Reports Submitted to the  
National Institute on New Models of Community Based  
Recreation and Leisure Programs and Services for  
Handicapped Children and Youth, 1975-1978

Edited by

John A. Nesbitt, Ed.D.  
Professor and Project Director  
National Institute on Community Recreation for Handicapped  
University of Iowa

Editorial Assistants

Mrs. Geri M. Bjork

Ms. Brenda Samuelson

Recreation Education Program  
THE UNIVERSITY OF IOWA  
Iowa City, Iowa 52242

1978

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

---

John A. Nesbitt

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC) AND  
USERS OF THE ERIC SYSTEM."

EC 114 403



## Table of Contents

### Keynote

|                                                       |   |
|-------------------------------------------------------|---|
| Will You Play With Me?<br>by Mr. Bill Kiser . . . . . | 1 |
|-------------------------------------------------------|---|

### Administration

|                                                                                                                             |   |
|-----------------------------------------------------------------------------------------------------------------------------|---|
| Guidelines to the Establishment of a Community<br>Recreation Program for the Handicapped<br>by Mr. Thad Studstill . . . . . | 5 |
|-----------------------------------------------------------------------------------------------------------------------------|---|

|                                                                                         |    |
|-----------------------------------------------------------------------------------------|----|
| Management by Objectives: Activity Therapy<br>Department<br>by Mr. Ralph Rieks. . . . . | 13 |
|-----------------------------------------------------------------------------------------|----|

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| Public Information in Community Recreation<br>by Dr. Jean R. Tague. . . . . | 17 |
|-----------------------------------------------------------------------------|----|

### Advocacy

|                                                                                                                   |    |
|-------------------------------------------------------------------------------------------------------------------|----|
| 1976 - A Proclamation - Adopted by the U.S.<br>President's Committee on Employment of<br>the Handicapped. . . . . | 19 |
|-------------------------------------------------------------------------------------------------------------------|----|

|                                                                                                                                               |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----|
| Major National Issues in Recreation...Its<br>Inaccessibility to Handicapped People<br>by Dr. John A. Nesbitt and Mr. Paul Hippolitus. . . . . | 21 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----|

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| The Next 200 Years and the Handicapped<br>by Mr. Harold Russell . . . . . | 27 |
|---------------------------------------------------------------------------|----|

|                                                                                               |    |
|-----------------------------------------------------------------------------------------------|----|
| Leisure for the Handicapped Advocacy Model<br>by Mr. Max Forman and Ms. Judith Faine. . . . . | 33 |
|-----------------------------------------------------------------------------------------------|----|

|                                                                                                                  |    |
|------------------------------------------------------------------------------------------------------------------|----|
| Recreation for the Handicapped: A Social<br>Right, A Rehabilitation Necessity<br>by Dr. John A. Nesbitt. . . . . | 37 |
|------------------------------------------------------------------------------------------------------------------|----|

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| Why Am I A Special Recreation Worker<br>by Ms. Anna Maye Hartley. . . . . | 45 |
|---------------------------------------------------------------------------|----|

### Areas and Equipment

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| Outdoor Playground Equipment for the Handi-<br>capped Child<br>by Ms. Sue Flood. . . . . | 47 |
|------------------------------------------------------------------------------------------|----|

Assessment (see Evaluation)

Attitudes

Attitudinal Barriers to Participation by Handi-  
capped (Leisure Activity Participation and  
Handicapped Populations: Assessment of Re-  
search Needs)

by Dr. John A. Nesbitt. . . . . 55

Barriers

An Analysis of Accessibility to and Usability  
of Kentucky State Resort Parks by the  
Physically Disabled

by Ms. Sandra D. Bennett. . . . . 63

Resources on Elimination of Barriers to  
Leisure for the Handicapped

by Ms. Sue Flood. . . . . 65

Architectural Barriers to Participation by  
Handicapped in Recreation and Leisure  
Facilities

by Dr. John A. Nesbitt. . . . . 69

Commercial Recreation

A Proposal for a National Meeting on Commercial  
Recreation and the Handicapped

by Mr. Paul Hippolitus. . . . . 77

Community Organization

Needs Sensing in the Community

by Mr. Kenneth J. Zucker. . . . . 83

Starting a Local Community Group/Organization for  
Recreation for Handicapped - Publication Pending

by Ms. Cynthia Pradon

Consumerism

A Look at the Importance of Leisure for Handicapped  
People

by Mr. Paul Hippolitus. . . . . 87

Recreation and Park Department Responsibility for  
Programs for Handicapped

by Ms. Beverly Chapman. . . . . 91

### Consumerism (continued)

- Leisure Fulfillment for Handicapped and The White  
House Conference on Handicapped Individuals -  
Part I  
by Dr. John A. Nesbitt. . . . . 93

- A Consumer Checklist for Community Recreation  
Services for the Handicapped  
by Mr. Steve Leclair, Ms. Cynthia Pradon and  
Dr. John A. Nesbitt. . . . . 121

### Culture and the Arts

- Creative Arts Model  
by Dr. Scout Lee Gunn and Mrs. Ilene Ackner Kasson. . . . . 127

- Cultural Festival for the Handicapped  
by Ms. Helen Jo Mitchell Hillman, Dr. John A. Nesbitt,  
and Mr. Paul V. Hippolitus . . . . . 135

### Educational Models

- A Definition of "Defined Deliverables" for  
Leisure Assessment and Planning in Rela-  
tion to P.L. 94-142, the Education for  
the Handicapped Act  
by Dr. Joe Teaff. . . . . 141

- Implementing the Recreation Dimension of  
Public Law 94-142  
by Dr. John A. Nesbitt. . . . . 143

- Special Community Education for the Handicapped:  
A Proposed Model to Meet the Total Life and  
Leisure Needs of the Handicapped Child and  
Adult  
by Dr. John A. Nesbitt. . . . . 149

- See Educating the Handicapped Child for Leisure  
Fulfillment  
by Dr. John A. Nesbitt

### Employment

- Rehabilitating the Employer  
by Dr. John A. Nesbitt and Mr. Paul V. Hippolitus . . . . . 163

### Employment (continued)

- A Guide to Action on Employment of Handicapped  
People in Recreation and Leisure Service  
Occupations  
by Dr. John A. Nesbitt and Mr. Paul V. Hippolitus . . . . .169

### Evaluation

- Task Force on Evaluation in Community Recreation  
for Handicapped. . . . .177
- Evaluation of Program Services in Community  
Recreation for Handicapped  
by Dr. Jay Shivers. . . . .179
- General Review of Evaluation Practices and  
Procedures in Community Recreation and Park  
Service Which May be Applied to Community  
Recreation for Handicapped  
by Ms. Cynthia Pradon . . . . .187

### Funding

- Guidelines and Alternatives for Funding Community  
Recreation Programs for the Handicapped  
by Ms. Janet Pomeroy, Mr. Max Ferman and  
Mr. Richard MacNeil. . . . .203
- An Assessment of Direct Federal Assistance  
for Local Programs for Leisure Opportunity  
for the Handicapped  
by Mr. Richard MacNeil. . . . .207
- see Federal Funding for Special Recreation  
(Federal and Federal-State Support and Funding  
for Community Based Recreation and Leisure Pro-  
grams and Services for People Who Are Disabled,  
1977-78)

### Identifying the Handicapped

- Handicapped Find  
by Mr. Richard MacNeil. . . . .213

### Insurance

- Insurance for Recreation for Handicapped: Facts  
and Myths About Participation and Employment  
by Mr. Paul V. Hippolitus . . . . .217



### Insurance (continued)

- Insurance and Recreation for Handicapped  
by Ms. Cynthia Pradon and Dr. John A. Nesbitt . . . . . 219

### Leisure Counseling

- Leisure Counseling and Leisure Education with  
Handicapped Children  
by Ms. Becky Maddy. . . . . 221

See Educating the Handicapped Child for Leisure  
Fulfillment - "Leisure Counseling"  
by Ms. Cynthia Pradon

### Leisure Education

- Leisure Education Program for Handicapped  
Children and Youth  
by Ms. Sue Flood. . . . . 227

see Educating the Handicapped Child for Leisure  
Fulfillment - "Leisure Education"  
by Ms. Sue Flood.

### Literature

- Critical Review of the Literature on Community  
Recreation for the Handicapped  
by Mr. Richard MacNeil. . . . . 233

### Models

- The National Institute on New Models of Commu-  
nity Based Recreation and Leisure for Handi-  
capped Children and Youth  
by Mr. David Szymanski and Mr. Thomas A. Hoffman. . . . . 243

- Notes on Commonality Among 18 Model Programs  
and Among Survey Respondents  
by Mr. Kenneth J. Zucker. . . . . 249

- Community Based Recreation for Deaf-Blind  
Population  
by Mr. George H. Hibbler. . . . . 251

- Parent and Friends of STAR (Social, Therapeutic  
Activity in Recreation), Inc., of Springfield,  
Massachusetts  
by Mrs. Jacquelyn Davin . . . . . 259

### Models (continued)

- A County Non-Profit Special Recreation Association Model: The Association on Recreation Services for the Handicapped of Santa Clara County (Calif.), Inc.  
by Dr. John A. Nesbitt. . . . . 267

### Program

- Scouting Programs for the Handicapped  
by Mr. William P. McCahill. . . . . 295
- Scouting for All  
by Mr. Fred Krause. . . . . 303

### Research

- Thumbnail Sketch - Preliminary Responses of National Survey - Models  
by Mr. Randy Vessell. . . . . 311

### State Models

- A Model State Committee on Recreation and Leisure Opportunity and Employment for Handicapped  
by Mr. Gary Robb. . . . . 321
- A Model Statewide Plan for a Task Force on the Development of Community Based Recreation Programs and Services for Handicapped  
by Ms. Sandy Thomas . . . . . 329

### Training

- The New Jersey Comprehensive Inservice Training Program for Community Recreation Practitioners  
by Ms. Ilene Ackner Kasson. . . . . 339
- Information About Handicapping Conditions  
by Ms. Cynthia Pradon . . . . . 343

### Transportation

- Resources on Barriers to Leisure for Handicapped  
by Ms. Sue Flood. . . . . 351

## Will You Play With Me?

by Mr. Bill Kiser

Mr. Bill Kiser died of cancer on January 3, 1978 in Winston-Salem, North Carolina. "Despite cerebral palsy that made speech almost impossible for him and limited his physical mobility, he extended his thinking and concern to disabled people in this country and abroad. Bill's was the first monthly newspaper column written by a disabled person to be distributed nationally. He reached millions of readers."

In 1976 Mr. Kiser received the Handicapped American of the Year Award at ceremonies in the Rose Garden at the White House. He received the award personally from President Ford. At that time Bill gave permission for this paper to be read as the Keynote Address at the Opening Ceremonies of the National Conference on Community Recreation for Handicapped. This paper in turn, serves the Keynote of the National Institute papers and reports.

In all the literature of recreation therapy or recreation for the ill and handicapped there is no more cogent nor more succinct basic statement on special recreation than one that Mr. Kiser has left us.

And, it should be noted that in 1976 Mr. Kiser first introduced the national reading public to the term, "special recreation."

### Introduction

The pursuit of happiness is one of our inalienable rights on American citizens. It's a right for handicapped people as well as of those who are able bodied.

"Will You Play With Me?" examines the pursuit of happiness by disabled people -- the special effort it requires, and the responsibilities held by the public in helping the pursuit succeed through adequate recreational and social facilities.

--Harold Russell, Chairman  
U.S. President's Committee  
on Employment of the Handi-  
capped

As a severely involved cerebral palsied child, I remember saying to relatives and friends, "Will you play with me?" Now almost 50, I still see this question as a symbol of a handicapped person's need to develop a normal, active, social life involving a variety of people and pastimes.

Looking back, I recall that finding childhood playmates was not a problem. Only rarely did people make fun of my condition. Usually other children accepted me without question.

In those days, though, we didn't have special recreation programs, where we could meet and mix with our peers. If you were handicapped, about the best you could expect at playtime was something worked out informally by those who cared about you. Some parents took their handicapped children to the usual parks and regular sports events, to let them get whatever enjoyment they could. Other parents, seeing no alternatives, let the children stay home in isolation.

As teenagers, we found this isolation even more painful than during childhood. We found that without opportunities to develop socially, our lives could be limited by loneliness and other emotional problems.

Without social outlets during our teenage years, other aspects of our adult lives such as educational, professional and physical development, suffered. After all, living and working in a world of people takes a lifetime of practice, and practice was often what we lacked.

From my own experience, I know how much opportunities for just plain fun could change around a sour outlook on life. I remember how society with a small group of young people gave meaning to my life after ten years of almost complete isolation from my peers. The memorable factor was not how we passed the time, as much as how they accepted me as a whole person.

Special recreational programs for disabled children and adults can fail if they ignore our diversity, and do not provide for our needs as many-faceted personalities. One answer is today's efforts to integrate handicapped people into all aspects of able-bodied society, including recreation. Who would not prefer to use parks, attend ballgames, see movies, or go swimming as an individual, rather than as part of a "special" group, set aside from the public? As more recreation facilities are made accessible, we will be able to be independent in our free time, as well as on the job.

But special recreational programs will always have an important place in preparing us to use all public facilities. Integration continues to be our ultimate goal, but some of us will always need special adaptations in order to benefit from such facilities. Special programs can provide the rehabilitation to make us feel at ease in less protected recreational programs.

While programs for disabled people must provide for our diversity, they should also be tailored to meet the abilities and limitations of the group they serve. Needs of blind people are different from needs of mentally retarded people. It is not possible to develop one program that is effective for everyone.

Each community needs a commitment to develop recreational programs for its handicapped citizens. Large cities, with sizeable disabled populations, may have more resources for diversified programs than do sparsely populated areas. But concerned citizens can often make up in resourcefulness what they lack in resources.

No matter where we live, disabled people need recreation and society. Is it asking too much for this need to be filled?

In the present, we have few employment opportunities in the recreational field; statistics show that not many handicapped people are employed in facilities throughout the United States. Whatever the reasons may be, lack of training, attitudes of others, or inaccessible facilities, equal employment opportunities should be available at all levels in this field as well as others.

As more handicapped people start careers in our parks and recreation departments, we can expect to see the programs becoming more sensitive to our needs as consumers of recreation services.



Guidelines to the Establishment of a Community Recreation Program  
for the Handicapped\*

by Mr. Thad Studstill

I. Demographic background.

- A. Who are the community residents which can be classified as falling into the category of the handicapped?
- B. Approximately how many are there in this category?
- C. Where do they live in the community?
- D. What is their existing situation in terms of age, education, employment, ethnic or racial background, level of affluency, amount of leisure time, mobility, etc.?
- E. Which institutions, agencies, or organizations are currently offering services to this group?
- F. What specific types of services are offered?
- G. What is the extent of such assistance in terms of how many of a given population are currently being reached through the program?

II. Determining existing leisure opportunities.

Once the location of the handicapped population has been reasonably well established it is important to determine what, if any, leisure and recreation opportunities now exist in the community for those individuals. The information that should be secured is as follows:

- A. The recreation or leisure programs and facilities that are currently available to the handicapped.
- B. The agencies or groups which are providing those services.
- C. The extent of such services. Who is the population currently being served?
- D. The frequency of those services offered. Permanently, occasionally, or rarely.
- E. The types of recreation and leisure activities that are involved.

After having accumulated demographic information about the handicapped and learning how they are currently being served you are now in a position to consider unmet needs. Determining what is needed for a given population also requires the asking of questions. Some of the answers may come from interviews with concerned individuals and agency officials, and to an extent some may come from the professional knowledge and experience of the local recreation department personnel.

\* Reprinted by permission from the publication: Guidelines to the Establishment of a Community Recreation Program for the Handicapped. Presented by a task force of the Recreation Planning Section, Division of Planning and Research, Georgia Department of Natural Resources.

The next step in the establishment of the program would include the answering of the following questions:

1. What recreation and leisure service programs need to be initiated or expanded?
2. Which agencies are the logical ones to provide those services? Which agencies have the organizational objectives and resources to meet these needs?
3. Which programs and services should be implemented immediately and which ones require long range planning?

This is a critical point in the creation of recreation and leisure services for the handicapped in community programs. If we accept the philosophy that no single agency, including the local parks and recreation department, can or should provide for all the recreation needs of all the people in any one community in that overlapping of services by two or more agencies should be minimized it then seems logical that efforts to coordinate programs should be initiated. This could result in cooperative program relationships among agencies which are mutually supportive. However, even when this relationship occurs because of community-wide limitations on facilities, leadership, and funds, attempting to fill all gaps to fill all program needs for all groups will continue to be virtually impossible. But a beginning toward that end should be made.

When considering the whole notion of cooperation and of coordinating our efforts with those of others it should not mean the mere referral of an individual to another agency for service. Rather it should be an invitation to join forces to share strengths and resources which can assure the highest quality and the most relevant services possible for the handicapped population. This would be especially needed in the first stages of development, for example where sheltered activities are appropriate. These activities often require additional facilities or facility use, more leadership and consequently increased finances. In all probability few agency budgets are able to cope with a sudden and extensive expansion of programs and services. However, another agency might be able to offer additional funding to pay for additional professional leadership and equipment. In addition the agency might also have a ready reservoir of volunteers to assist in specific aspects of the program. One critical example of this type of support is where transportation of participants is a major concern.

In the final analysis it would be of benefit to approach any problem of programs and services that is within the overall objectives of the agencies involved with an attitude of how can we do it rather than should we do it.

If the local recreation and park agency determines to establish a full-time program for its community's handicapped citizens the following items should be considered and/or implemented.

### III. Meeting with consumer groups.

- A. From the consumers standpoint what are their current recreation needs?
- B. Would the consumers desire to participate in the public recreation program?
- C. Would the consumers themselves be willing to contribute to the program itself in terms of assisting the local parks and recreation department through various means of establishing the program?

Some thought should be given to a carefully selected advisory committee including consumers, professionals, and lay members. In particular these persons can be helpful in orienting and training the paid and volunteer staff assisting with publicity and public relations and fund raising.

IV. Formulation and definition of the purpose of the program.

It is desirable to formulate with the advisory committee and other representatives the overall purpose and objective of the program for the handicapped population of the community. The following questions should be answered in formulating that policy.

- A. Is the purpose to have a separate program for handicapped citizens or to integrate them into programs with the general population.
- B. Will the program be available to individuals with all types of handicapping conditions, or will it be limited to certain handicapped groups?
- C. Will the program be narrow in scope or will it be comprehensive and diversified?
- D. Will there be separate facilities for the handicapped individuals or will they be integrated and use the same public facilities as the general public.
- E. When will the program take place?

V. Need for community cooperation in planning the program.

Often times it is necessary to call upon individuals or service groups within the community for help. Some problem areas that may need cooperative planning are as follows:

- A. Transportation. The following are suggestions as to how to meet specific transportation needs:
  - 1. By car pools.
  - 2. By the local Red Cross Chapter.
  - 3. By service and civic clubs.
  - 4. By local day care and training center transportation systems.
  - 5. By public school buses.
  - 6. By volunteer taxi drivers.
  - 7. By the local police and/or fire department.
- B. Additional funds.

Additional funding in all probability will be needed in order to carry out special programs and events and to provide an extensive culturally enriched program for the handicapped.

Possibilities for additional funding sources would be as follows:

1. Private foundations.
2. Federal funds.
3. Civic and service organizations.
4. Other agencies, organizations, and groups serving the handicapped.
5. Revenue sharing.
6. Interested citizens.
7. Specific fund raising events.

C. Areas and Facilities.

As mentioned earlier, an assessment of areas and facilities should be made throughout the community. The following questions should be answered concerning the existing and proposed areas and facilities to be utilized.

1. Who owns the facility?
2. Can contractual or other agreements be developed so that these facilities not owned by the local department may be utilized?
3. Can existing areas and facilities be modified to meet the needs of the handicapped population?
4. Do the proposed areas and facilities meet federal and state laws dealing with architectural barriers?
5. Will the proposed areas and facilities meet the American Standards specifications for making buildings and facilities accessible to and usable by the physically handicapped?
6. Are other agencies willing to develop areas and facilities if the local park and recreation department will provide professional staff and trained volunteers?

VI. Recreation program planning.

The following information should be considered in developing and planning recreation and leisure service programs for the handicapped.

1. Program planning should involve consideration of the diversified interest and desires of the handicapped just as it is with the general population.
2. Program planning should take into account the age, sex, ethnic and racial background, economic status of all the people to be served.
3. Program participants, paid and volunteer leaders, and governing bodies of the public and/or private agencies sponsoring the program should share in the process of program planning.



4. Program planning should be related to the physical, mental, social, and emotional characteristics of the people to be served.
5. Program planning should provide an opportunity for participants at varying levels of proficiency and for instruction in recreation and leisure skills.
6. Long range planning for programs and services is a prerequisite to planning for organization, finance, leadership, and areas and facilities.
7. Planning should provide for the use of all available community resources that can provide variety and enrich the program.
8. Continuous evaluation, measurement and modification, where advisable, should be recognized as essential in program planning.

#### VII. Staff.

- A. Use of existing professional staff.
  1. Additional special training required.
  2. Volume of current workload.
- B. Availability of voluntary and part-time staff.
  1. Parents, students, civic and service organizations.
  2. Training needed for volunteers.
- C. Additional staff.
- D. In all probability a community based program for the handicapped may be established by utilizing existing personnel with some additional training. Ideally the supervisor of the program should have a four-year degree, have activity skills and have knowledge and experience in working with handicapped person and adapting activities to their special needs.

#### VII. Evaluation.

Evaluation is or can be closely associated with every phase of the planning and operational aspects of any recreation service agency. Because of this fact it is desirable that the process become a cohesive force which assures that all activities are fulfilled and contribute to the stated goals of the recreation service for the atypical. It is a process which discloses evidence of inadequacy, evidence of progress and evidence of proximity to any ideal which has been selected as the agency's goal. Not enough emphasis can be placed upon evaluation since recreation and leisure programs for special populations, particularly in community based programs, is still largely in the experimental stage.

The following specific questions should be answered in the evaluation process:



**Program Content:** Is the program comprehensive, balanced and flexible? Are community resources used maximally? Does the program reflect the purpose and policies of the agency? Is every effort made to involve lay participation in the organization of activities? Are all segments of the population considered? Does the program meet the recreation needs of atypical persons living in the community?

**Program Meaning:** Is there carry-over value for individuals in activities of the program? Does the individual obtain a sense of achievement, self-expression, satisfaction, enjoyment or self actualization from participation? Does the individual obtain a sense of belonging to some group as a result of program participation? Are individual differences such as skill, maturity, intellect, prior experiences, age, sex, or handicap taken into consideration? Is there opportunity for creativity? Is there opportunity for socialization? Is there opportunity for individualization? Does the activity promote goodwill within the community? Is the program responsive to atypical persons needs? Are artificial barriers to activities eliminated? Are activity rules and regulations, space or other relevant activity functions modified so the atypical person can participate?

**Program Standards:** The program of any recreation service agency should consist of all those activities provided by the agency which meets the recreation needs of the atypical. The program should consist of a balance of activities which is produced on a full-time year-around basis in which all age, sex, racial, religious, economic, social status, or atypical population may participate according to their several respective abilities and experiences. The program should contain a balance of activities featuring recreation living experiences which provide social, cultural, emotional, physical and moral values for participating individuals. The program should consist of the following activities which may be further ramified.

1. Arts
2. Crafts
3. Dance
4. Drama
5. Education
6. Hobbies
7. Motor skills
8. Nature experiences
9. Music
10. Service or volunteering

11. Social activities

12. Special events

Criteria for the selection of activities.

1. Is the activity socially acceptable?

2. Enjoyment

3. Safety precautions

4. Skill

5. Participation

6. Balance of programs

7. Comprehensiveness of program

8. Variability of program content

9. Equal opportunity for all potential participants

10. Accessibility of the program

11. Physical fitness and health factors

12. Citizenship opportunities

13. Mainstreaming

14. Leisure Counseling

15. Participant planning of programs

## Management by Objectives: Activity Therapy Department

by Mr. Ralph R. Rieks

Management of personnel, programs, budgets, research, etc. often presents an ongoing problem and requires the investment of much time, energy, and money. The MBO (Management By Objective) system of management is being used in various types and sizes of organizations. Some of these organizations are finding the MBO approach to be effective.

It is possible to make a list of what needs to be accomplished or changed, but the actual implementation of these ideas is usually more trying and difficult. For this reason, the MBO approach is helpful because it focuses on a) how the objectives will be carried out, b) what will be done to fulfill the objectives, c) who is involved in the process, d) how it will be decided that the objectives have been reached, and e) a target date for reaching the objective.

Having mutual goals for the manager, his subordinates, and his superiors and involving all of these persons in the process of achieving the goals is a real possibility when using the MBO approach. Interaction among the manager, his superiors, and his subordinates is facilitated by the following:

1. Involving subordinates in statement of planning action toward implementation of objectives and taking responsibility for reaching goals.
2. Involving higher levels of administration by discussing and requesting their approval of the objectives.
3. Referral to the stated objectives when making budgetary plans and requests.
4. Referral to the stated objectives when evaluating programs, personnel, budget, and administration.

As a part of the University of Iowa Hospitals & Clinics, the Activities Therapy Department has set up operating objectives for development in several areas. The department's experience with the MBO construct has proven to be beneficial not only in keeping the department progressing at a pace which compares favorably with expected outcomes, but also has provided a valuable reference index when requisitioning support staff or material. Administrative superiors can be quickly referred to specific objectives and target dates, facilitating the communication and understanding of program areas and the subsequent approval of department requests.

The following pages illustrate operating objectives in two areas viz., Program Development and Administration Development in 1975-76.

Priority Level:

(1) Short-range  
(0-6 months)

(2) Intermediate-range  
(6-12 months)

(3) Continuing

☐
☐
☐

University of Iowa Hospitals and Clinics

Operating Objectives

for

Activities Therapy Department

Administration Development Continued

| Statement of Objective                                                                                                                               | Plan of Action                                | Primary and Supporting Responsibility | Target Date | Expected Outcome and Results |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------|-------------|------------------------------|
| B. To develop a method for financial management and budget performance to efficiently use resource allocations of the Activities Therapy Department. | 1. Review and develop budget controls         | 1. Ralph Rieks<br>Staff               | 9-1-76      | To ensure proper spending.   |
|                                                                                                                                                      | 2. Review and develop chart of accounts.      | 2. Ralph Rieks<br>Staff               | 10-1-76     | To account for all spending. |
|                                                                                                                                                      | 3. Review and develop first draft for budget. | 3. Ralph Rieks                        | 10-15-76    | To determine funding needs.  |
|                                                                                                                                                      | 4. Approval by Hospital Administration.       | 4. Ralph Rieks<br>Fred Lineer         | 11-15-76    |                              |
|                                                                                                                                                      | 5. Implement financial management.            | 5. Ralph Rieks<br>Staff               | 1-1-76      |                              |



University of Iowa Hospitals and Clinics

Priority Level:

(1) Short-range  
(0-6 months)

(2) Intermediate-range  
(6-12 months)

(3) Continuing

☐
☐
☐

Operating Objectives

for

Activities Therapy Department

Program Development Continued

| Statement of Objective                                                                        | Plan of Action                                                                                    | Primary and Supporting Responsibility      | Target Date          | Expected Outcome and Results                                                                           |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------|
| C. To expand Outward Bound (S.P.O.R.T.S.) Program to include the regular school year program. | 1. Explore feasibility of expanding summer program into winter months.                            | 1. Ralph Rieks<br>Dr. Stewart<br>Bob Brown | Completed<br>7-1-75  | To determine needs for this type of Program during the school year.                                    |
|                                                                                               | 2. Meet with Marigail Fitzgerald to combine S.P.O.R.T.S. Program with RAP Program.                | 2. Ralph Rieks<br>Marigail Fitzgerald      | Completed<br>7-15-75 | To be able to incorporate S.P.O.R.T.S. concept into RAP Program.                                       |
|                                                                                               | 3. Inservice training and staff planning sessions.                                                | 3. Bob Brown<br>Staff                      | 8-20-75              | Development of S.P.O.R.T.S. Program during the winter months.                                          |
|                                                                                               | 4. Implementation of expanded S.P.O.R.T.S. Program.                                               | 4. Bob Brown<br>Staff                      | 8-25-75              | Awareness of outdoor experiences. Increased skills and self-esteem.                                    |
|                                                                                               | 5. Request two staff be sent to winter survival school in Colorado.<br>Approximate cost \$450.00. | Ralph Rieks<br>Administration              | 11-1-75              | Increased knowledge of winter survival techniques to be utilized in a winter program in local schools. |

## Public Information in Community Recreation

by Ms. Jean R. Tague

A communications network is needed to publicize the existing or proposed program for the handicapped. Involvement of the media through conferences, training institutes and planning sessions is beneficial to gain community support. The philosophy of public relations embodies more than mere communication of information and ideas. It considers the conduct and performance of the organization, and is based fundamentally on the organization's character and policies that guide it. Such groundwork can be accomplished through several outlets within the mass media.

The recreation agency must communicate with legislative bodies to insist on enforcement of established legislation and to implement new legislation on behalf of the disabled. The civil rights of the disabled must be upheld and discrimination on the basis of disability where it has no relationship to the job performance must be prohibited.

Communication can become a meaningless term if its components are not fully understood. Recreators cannot limit themselves to communicating the skeleton activities of their program. They must attune themselves to the people and their needs. The professionals must show that they do care about individuals and not only about statistics. The crux of the program is in the service delivery system - the leadership provided. Through sensitive and motivated leadership, public relations becomes a positive addition instead of a constant threat to a community recreation program. (1)

Some examples of public information materials that should be utilized by recreation agencies include:

Brochures, newsletters, posters, and flyers, annual reports, mass media releases (TV, radio, newspaper) conference exhibits, conference presentations, questionnaires, telephone contact and word of mouth.

- (1) Cappel, Mary Lou, "Providing Community Recreation Services to Special Populations", Therapeutic Recreation Journal, Volume VIII, Second Quarter, 1974, Number 2. p. 76.

1976

A PROCLAMATION

Adopted by the Committee on Recreation and Leisure of the  
U.S. President's Committee on Employment of the Handicapped

The Leisure Needs of Handicapped People

Whereas recreation, park, cultural and leisure opportunities contribute significantly to the handicapped individual's physical, social, intellectual and emotional development; and,

Whereas recreation, park, cultural and leisure opportunities contribute to the medical and vocational rehabilitation progress of the handicapped persons and therefore are an economic, rehabilitation and habilitation necessity; and,

Whereas for the handicapped person who is employed only part-time or who is unemployed, recreation and leisure opportunities are a major means of achieving personal fulfillment and self-realization; and,

Whereas recreation and park, services are areas of employment that have and continue to under-utilize handicapped people as employees in situations where they could be placed as productive and contributing workers.

Now, therefore, be it resolved, that the Committee on Recreation and Leisure of the President's Committee on Employment of the Handicapped will utilize its energies and the energies of its member organizations in projects and programs designed to promote employment and participation opportunities for handicapped people in the recreation, park, cultural and leisure services.

In the interest of National-level development we urge all federal agencies such as the Bureau of Outdoor Recreation, National Park Service, Forest Service, Federal Power Commission, President's Council on Physical Fitness and Sports, and the National Endowment for the Arts and the Humanities to undertake a review of current policies and practices with a view towards expanding the attention that they give to meeting the needs of handicapped people in both resources and programs.

We urge all national organizations that serve or consist of handicapped people such as the National Easter Seal Society for Crippled Children and Adults, United Cerebral Palsy Association, National Association of Retarded Citizens, American Foundation for the Blind, National Association of the Physically Handicapped and others to examine the potential that recreation, park, leisure and cultural opportunities possess and to devise ways of reaching their membership with this message so that handicapped people everywhere are encouraged to create a demand for leisure services at all levels of administration.

In the interest of state-level development we urge all state agencies for conservation, natural resources, parks and state departments of education as

well as commercial recreation and park enterprises to make known to the Committee on Recreation and Leisure their needs for information, resource material or technical assistance relative to organization and provision or inclusion of handicapped people into the programs and services they provide.

We further urge all concerned to recognize that a vast portion of handicapped people are victims of "segregation by omission"; thus, overt measures should be undertaken to invite, to include and to involve handicapped people in all leisure programs.

For information please write: Committee on Recreation and Leisure,  
President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

Reprinted by permission of the Committee on Recreation and Leisure  
of the U.S. President's Committee on Employment of the Handicapped



THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Washington, DC 20210

MAJOR NATIONAL ISSUES IN RECREATION ...ITS INACCESSIBILITY  
TO HANDICAPPED PEOPLE

By

Dr. John A. Nesbitt & Paul Hippolitus

The President's Committee on  
Employment of the Handicapped  
Washington, DC 20210  
Tel: 653-5059

Under existing conditions the vast majority of our Nation's recreation and park opportunities are beyond the reach of 10% of our population -- the disabled.

There are four major problems in this area that must be addressed. They are:

1. Employment of handicapped people in recreation and leisure service occupations;
2. Barriers to participation by handicapped people in the Nation's recreation and leisure resources and facilities and the transportation barriers related thereto;
3. Financial support for recreation and leisure opportunity for handicapped people; and,
4. Technical development in professional recreation services for handicapped people.

EMPLOYMENT

Based on a recent survey, it was found that approximately 2% of the public recreation and park service work force is disabled. It is believed that employment in federal recreation and park service and related agencies is lower than the national figure for all public recreation and park service. Thus, federal agencies necessarily should consider the need for equal opportunity for handicapped people, especially in light of Sections 501 and 504 of the Rehabilitation Act of 1973. It's anticipated that a federal effort in employment of handicapped people in recreation and park services and related fields will, in turn, stimulate employment of handicapped people in state and local public recreation and park service agencies as well as other areas such as commercial recreation, private recreation, etc.



## BARRIERS

Based on the public hearings held by the U.S. Architectural and Transportation Barriers Compliance Board in Oct. 1976, it's apparent that the federal government as well as state and local public recreation and park agencies have, in the main, failed to make public recreation and leisure facilities accessible to handicapped people. It is estimated that 90% of all recreation and park facilities and resources are inaccessible based on architectural, transportation and attitudinal barriers. A federal effort designed to provide equal opportunity in recreational facilities and resources should be considered. It is anticipated that a federal effort would stimulate similar actions by state and local public recreation and park agencies and leisure resources as well as commercial and private agencies and organizations.

## FUNDING

The Nationwide Outdoor Recreation Plan released in 1973 recommended overtly that recreation for handicapped people be considered a local problem and solved through local public recreation and park agencies and resources. Ironically, the Human Resources Statement issued by the National Recreation and Park Association dealt with the needs of handicapped people for recreation and park opportunity recommending that because of the high costs involved accessible services would necessarily require federal financial assistance. Thus, the Nation's 25 million handicapped people were left in the middle--without opportunity. (It must be recognized that differentiation should be made among levels of disability, between functionally independent, functionally semi-independent and functionally dependent. The majority of handicapped people are functionally independent and are capable of participating in regular programs and services at no added cost).

The fundamental issue for the last 30 years, since World War II, has been that the federal agencies and units dealing with recreation and leisure resources and services have refused to accept responsibility for leadership in the creation of opportunities for handicapped people. Just as the federal government has paid for the development of vocational rehabilitation adult disabled, for special education for handicapped children and other services, they sought to pass program and fiscal responsibility to state and local governments. If handicapped are to have recreation and leisure proper, then leadership and funding must start with the federal government. There are higher or excess cost in serving many handicapped people and in starting services for handicapped people. It might be reasonable to set aside 10% of an existing general population program's funds, such as the Land and Water Conservation Fund, for the purpose of meeting the start-up cost and in providing for the continuing needs of people who are severely handicapped. Program support is needed for personnel, transportation purchase and adaptation of equipment, purchase and adaptation of facilities and in-service training.

Over a 10 year period, federal support for programs might start at 80% or 90% support and reduce to zero except in cases of severe disability, on-going needs and out-reach programs.

#### TECHNICAL DEVELOPMENT

Federal support for technical development in recreation and handicapped people is miniscule in comparison with federal support that has been provided in vocational rehabilitation, special education, and other areas of health and rehabilitation. Ironically, the individual handicapped person's failure in the management of his or her recreation and leisure life can totally negate the effects of a very costly rehabilitation or education program. It is necessary that an appropriate federal investment be made in the development of professional recreation service for handicapped people in the following areas:

1. Manpower
2. Research and Demonstration;
3. Technical Assistance;
4. Technical Information

The President's Committee  
on Employment  
of the Handicapped  
Washington, D. C. 20210



January 4, 1978

Associate Members

THE SECRETARY OF STATE  
THE SECRETARY OF THE TREASURY  
THE SECRETARY OF DEFENSE  
THE ATTORNEY GENERAL  
THE SECRETARY OF THE INTERIOR  
THE SECRETARY OF AGRICULTURE  
THE SECRETARY OF COMMERCE  
THE SECRETARY OF LABOR  
THE SECRETARY OF HEALTH, EDUCATION,  
AND WELFARE  
THE SECRETARY OF HOUSING AND  
URBAN DEVELOPMENT  
THE SECRETARY OF TRANSPORTATION  
THE ADMINISTRATOR OF VETERANS AFFAIRS  
THE CIVIL SERVICE COMMISSION CHAIRMAN  
THE ADMINISTRATOR OF THE GENERAL  
SERVICES ADMINISTRATION  
THE DIRECTOR OF THE UNITED STATES  
INFORMATION AGENCY  
THE POSTMASTER GENERAL

Recreation '78 Task Force  
Bureau of Outdoor Recreation  
1951 Constitution Avenue, N. W.  
Washington, D. C. 20240

Dear Sir:

In response to Secretary Andrus' request for issue  
statements in preparation for the development of  
the 1978 Nationwide Recreation Plan, we submit the  
attached.

The Committee on Recreation and Leisure of the  
President's Committee on Employment of the Handi-  
capped stands ready to support the Department of  
the Interior as it develops the 1978 Plan in what-  
ever way is deemed appropriate.

Sincerely,

Paul V. Hippolitus  
Staff Liaison  
Committee on Recreation & Leisure

# DEPARTMENT of the INTERIOR

## news release

BUREAU OF OUTDOOR RECREATION

For Release December 15, 1977

G.Kyle 202-343-5726

### ANDRUS SEES PEOPLE INVOLVEMENT AS VITAL TO NATIONWIDE RECREATION PLAN

Interior Secretary Cecil D. Andrus today urged concerned citizens, organizations, and governments at all levels to participate in preparing a 1978 Nationwide Recreation Plan.

"One of the goals of this Administration is to address the many national policies and programs that affect, and are affected by recreation," the Secretary said. He added that the 1978 Nationwide Recreation Plan, "will examine recreation policy and its relationships to energy and transportation, human access and services, employment, and other high priority national interests."

Andrus addressed an afternoon session at the Interior Department main building of approximately 200 officials representing Federal agencies and national organizations.

Public Law 88-29 requires the Nationwide Recreation Plan to be prepared every five years and submitted to Congress. The Plan will discuss the status of recreation in America and make recommendations for resolution of issues.

Today's meeting was called to explain the planning process developed by the Bureau of Outdoor Recreation, the agency responsible for plan preparation, and to encourage Federal agencies and national organizations to participate. Seven BOR regional offices and an Alaska Area Office will coordinate planning with States, local governments, regional organizations, and concerned citizens.

Other key Interior officials present at the meeting were Robert L. Herbst, Assistant Secretary for Fish and Wildlife and Parks and Chris T. Delaporte, Director of the Bureau of Outdoor Recreation.

Meg Maguire, BOR Deputy Director for Planning, explained the issue identification selection study aspects of the Nationwide planning process. She invited everyone wishing to learn more about the 1978 Nationwide Plan or provide comments to contact the Recreation 1978 Task Force, Bureau of Outdoor Recreation, U.S. Department of the Interior, Washington, D.C. 20240. telephone (202) 343-4317.



## The Next 200 Years and the Handicapped

by Mr. Harold Russell

These remarks were made by Mr. Russell, Chairman, U.S. President's Committee on Employment of the Handicapped, before the Opening Session of the National Recreation and Park Association, National Institute of the National Therapeutic Recreation Society Branch, held October 17, 1976 in Boston, Massachusetts.

The paper is presented here for various reasons. First, this was the keynote address at the Bicentennial National Society Institute, held in Boston, Massachusetts in October 1976. Second, this Bicentennial Address was given by America's foremost handicapped spokesperson, Mr. Harold Russell, Chairman of the U.S. President's Committee on Employment of the Handicapped. Mr. Russell, since World War II, has year in and year out done more to represent the disabled of America than any other single living person. Thus he speaks with absolute authority about the history of society's regard for the handicapped; the current status of disabled; the impact of the new "Civil Rights Act for the Handicapped" and the effect it is having and will have. Third, Mr. Russell has directly influenced the development of recreation opportunity for handicapped and employment of handicapped recreation in his role as Chairman of the President's Committee on Employment of the Handicapped in establishing a (sub) Committee on Recreation and Leisure within the PCEH. Mr. Russell has also advocated for recreation for handicapped in testimony before Senate and House Committees and in direct dealings with public officials such as the Secretary of the Department of Health, Education and Welfare.

- John A. Nesbitt

For the last several years, ever since the President's Committee became involved in the area of recreation through its (sub) Committee on Recreation and Leisure, I have been very happy with the cooperation and guidance that your organization, the National Recreation and Park Association and its National Therapeutic Recreation Society Branch, has given the President's Committee on Employment of the Handicapped.

As a long time resident of the Boston area, it is appropriate for me personally to welcome the members of your society and the National Recreation and Park Association Congress to the city where, two centuries ago, our nation's fight for independence began. It is most fitting that we are meeting here today, so near the path where Paul Revere took his famous ride.

As you know, the purpose of that ride was to announce the beginning of a revolution... The beginning of a new political and social order. Now, in 1976, I stand before you to tell you that another revolution is taking place in this country. It's more orderly than the revolution Paul Revere was announcing, but, the fervor is no less intense and the goals are no less noble. It's the revolution of, for and by handicapped people. And, we must all prepare for it.

Before I talk about that however, I think it's both interesting and important to briefly review with you how handicapped people were treated during revolutionary times and later on. This way we'll be better able to understand the historical forces that present day handicapped people face as they execute their final thrust toward full citizenship.

At the time of our founding fathers, while able bodied colonists were seeking to become independent, their handicapped neighbors were, at best, tolerated as blameless victims of fate. Colonial society was involved in a bitter struggle for survival. Care for disabled people was minimal. Rehabilitation was unheard of. In short, the handicapped were viewed as detriments to the general welfare.

There are two interesting historical facts that tell us how the colonialists reacted to their disabled population. The first is in the name given to an early American hospital for the mentally handicapped in 1773. This Williamsburg facility was named, by commonwealth statute, "The hospital for the support and maintenance of idiots, lunatics and other persons of unsound minds". Certainly by today's standards such a name would be considered totally insensitive. But, in 1773, it was considered progressive.

The other incident that tells us something about how handicapped people stood in their society occurred in 1776. The occasion was a movement of troops by General George Washington through a town in New York. Aware that the city's streets were lined with handicapped beggars, General Washington wrote to the town's officers and asked, and I quote, "That those poor and unfortunate beings be removed from the streets so as not to demoralize the soldiers of the continental army."

Obviously, we must not judge these acts by today's standards. During the eighteenth century this was the way things were. Perhaps, it was the way things had to be, for our society was struggling. It was incapable of giving its handicapped inhabitants much stature or many freedoms.

At the time of our centennial some progress had been made in providing care for disabled people. But in these strongly religious times, coupled with the Jacksonian faith in individualism, and limited government, handicapped people were doing only a little better. In 1876, there was a tendency to view physical and mental limitations in moral terms. This thinking imparted a social stigma to disability. Handicapped people received care from charitable organizations, as our society believed that private care and charity were more in keeping with America's tradition of christian duty.

Each of these periods has left its imprint on our society today. The colonial belief that the handicapped were not healthy, and were incapable of taking a place in the community; and, the mid-nineteenth century view that handicapped people were objects of charity --both misconceptions linger on.

But, today, in 1976, something is happening. It's a change, No. It's a revolution. It began modestly after World War II. It became recognizable five to ten years ago. It's the introduction of a new factor in the equation of how a society relates to its handicapped population. It's the emergence of handicapped people themselves, articulate, informed, speaking out on their own behalf. Defining and demanding their rights. Standing up and fighting for what they believe in. And that is, equality of opportunity, for everyone. And today, in 1976 everyone is defined to include the handicapped.

No longer will society, the nonhandicapped majority, be allowed to impose its longstanding prejudices and standards upon the handicapped. From here on it will be handicapped people and their advocates confronting legislators; confronting superintendents of schools; confronting community recreation and park professionals; and confronting all types of service providers --to remind them that they must no longer forget the handicapped... that they must make certain accommodations in order to guarantee the equality of access handicapped people now believe is rightfully theirs. This is what they want. This is what they're going to get.

But the revolution I speak of is still very young. Just as it took our new nation nearly 23 years to ratify its constitution it will take handicapped people possibly as many years to complete their struggle. As it took the continental army the support and alliance of everyone so will handicapped people need the support and alliance of us all. Consequently, I stand here before you

today in this historic city and invite you, the members of the National Therapeutic Recreation Society and the profession you represent, to join with handicapped people for the purpose of helping us bring about this revolution in as quick and complete a manner as is possible.

I ask you, because as providers of services to handicapped people, you are in a most strategic position to make a contribution. You work with and for handicapped people every day. You understand that our needs are similar to those of any person. You are close to our nation's handicapped population and, therefore, you are capable of helping to get the message about equality out to all handicapped people.

What, specifically, can you do? Well, first understand what is happening. What has to happen. Understand that before equality of opportunity is possible, handicapped people must become informed and active citizens. Understand that this activism is not a threat to anyone. In fact, if it will make our democracy more effective, as I believe it will, then it will help us all. Understand that we all can benefit from equal rights for handicapped people. So the first thing I ask of you is to understand the importance and necessity of this revolution. Believe in it. Become committed to it. But remember, basically, it's a struggle for handicapped people.

The next thing you, as professionals, can do to help is to become aware of the new legislative thrusts that are beginning to guarantee the equality of opportunity that is being sought. This is important because without awareness, aggressive implementation of these new laws is not possible. The result will be lost opportunities. If these opportunities are lost we may not be fortunate enough to get new ones. So we must succeed now. To do so, we need your help.

One of these new laws is the Education for all the Handicapped Children Act. This law requires that all handicapped children be afforded an appropriate education at public expense. This law represents a massive effort on behalf of the federal government to guarantee a public school education for every handicapped child. Presently, only one half of our nation's handicapped youths are receiving a public education. Many are not being served at all; many more are not being served adequately. As ambitious as this legislation is, it will not amount to a hill of Boston beans unless handicapped people, the parents of handicapped children, and you, the advocates for handicapped people, take full advantage of this law by urging local school districts to comply. With over 16,000 school districts in the United States, full compliance will only be achieved with citizen involvement, handicapped citizen involvement, at the local level. You can help.



Another very important piece of legislation is the Architectural Barriers Act of 1969. As you may know, this law requires that any building or facility constructed with federal funds, must be made accessible to physically handicapped people. Every state in the union has a similar state law which covers buildings constructed with state funds and, in some cases, privately-owned but publicly used buildings and facilities. But having these laws and making them work are two separate matters. Local advocacy groups are needed to pressure local governments to obey these laws: that may sound ironical, but it's true. You as professionals, can help.

The last very important piece of legislation that I will talk about today is the Vocational Rehabilitation Act of 1973. This law has several landmark sections. The two that I want to tell you about are Sections 503 and 504. Section 503 requires all employers with federal contracts of \$2500 or more to have affirmative action programs to hire and advance qualified handicapped workers. An estimated two and one half million employers in the United States are covered. Again, it will take local pressure from handicapped people and their advocates to ensure that the opportunities created by this act will not be lost. We ask you to join with us and to work to make affirmative action a success.

The other part of the law of the Vocational Rehabilitation Act of 1973 that I mentioned is Section 504. Potentially it's a tremendously important piece of legislation. It states, "no otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." This is the first major civil rights clause protecting the rights of handicapped people. The language of Section 504 was fashioned after the non-discrimination provisions of the Civil Rights Act of 1964.

Just to give you a flavor for the far-reaching implication present in this section, let me read to you a couple of sentences from the regulations as they pertain to recreational and physical education programs in schools. The regulations state, "In providing physical education and athletics and similar programs and activities to any of its students, a recipient (and they define a recipient as one who receives federal financial assistance) a recipient, may not discriminate on the basis of handicap. A recipient who offers physical education courses, or who operates or sponsors interscholastic club or intramural athletics shall provide to handicapped students equal opportunities for comparable participation in these activities. Physical education and athletic activities offered to handicapped students may be separate or different from those offered to non-handicapped students to the extent that separation or differentiation is equal and is necessary to ensure the health and safety of the students or to take into account their interests".

These regulations mean business. But, again, they will only be as strong as handicapped people are strong. And to that end you can be of assistance. Pass on this information to those handicapped people to seek out their rights. Timid people won't be heard. Local and state governmental bodies, as well as the federal government need to be prodded. They need to know that there is a strong viable political force out there called "handicapped people". Help that force to materialize and you will have participated in one of the most fitting bicentennial activities possible -- An extension of the bill of rights to everyone -- including handicapped people.

## Leisure for the Handicapped Advocacy Models

by Mr. Max R. Forman and Ms. Judith Faine

"Advocacy is acting as if you had someone else's problems, and the energy to solve them." (1) It is seeing that the legal and human rights of developmentally disabled people and their families are met. In deciding how we must act on the mandate to provide comprehensive planning relative to developmental disability recreational and leisure services, we must first consider the rights and total welfare of the client. Secondly, we must give thought of those problems having to do with organization and service delivery. (2)

Public facilities must guarantee all disabled citizens according to the abilities of each, access to recreation programs activities and facilities. These shall encompass and include endeavors which are active and passive, skilled and unskilled, and which can be performed on an individual or group basis. This principle is intended to provide what is due disabled citizens; their right to be able to choose and have available, the same selection of services that able-bodied citizens enjoy. (3)

How do we as advocates defend, promote and maintain our programs, activities, and facilities for the handicapped? Obviously we defend by pointing out that the developmentally disabled person has a right to live in his own community, and to have resources for a decent life without compromising his own integrity. Municipal parks and recreation agencies have, by virtue of their source of funding, an obligation to serve all people. (4)

To promote and maintain, first of all, we make people aware of what is available. With the system we need voices directly in touch with the client. We can change negative and neutral attitudes of parents and of the community by providing adequate information and education. When we do not know what to expect, we are conditioned that we may be agents of a bad outcome, and we will not get involved. (5)

We have to develop advocacy by providing this necessary information to get rid of fears and false impressions. We must provide models so that people can see that it is possible to get the developmentally disabled person to do something constructive and productive.

The Orlando Recreation Department developed a model program similar to "Outlook Nashville." It was five months in planning, and utilized many hours of volunteer work, extensive community involvement, and a strong coordinator. This was an inexpensive program for handicapped children requiring only a city pool and a ramp.

Volunteer Service Bureau, local youth, and adult service clubs, teachers, churches, and organizations for exceptional children were contacted through letters and meetings. Volunteers for the playground were recruited from area schools, colleges, and YMCA's. Local radio and television provided time to request volunteers, public broadcasting stations even filmed a 30-minute special, "Playing up hill." Local newspapers featured columns. To reach participants, applications were left in schools for handicapped, and followed up by phone calls to confirm registration. Materials needed, were gathered by various groups including the Recreation Department, parents, and friends. For all involved, the children, staff, and community, this was a success. The community was ready." (6)

The City of Miami, Florida, began its' first recreation program for the handicapped in February of 1973. This came about after the Director of the Department of Parks and Recreation was approached by citizen and community interest groups, such as Miami-Dade Community College.

Because this program was successful in meeting its' goals and objectives of providing leisure services to the handicapped and because of the leadership exhibited by the Parks and Recreation Director, a full-time Recreation Program Coordinator for the Handicapped Programs was hired to develop and implement leisure services for the handicapped citizens of Miami.

In the growth and development of these programs, many problems were incurred which were very common such as, the lack of trained staff, inadequate funding, and limited transportation. But, we also incurred some unique problems. For example; 52 per cent of the population of the City of Miami is latin. These latin citizens have a very close knit family and tend to be over-protective. This is increasingly so in the case of the handicapped. They tend to provide all services in the home or through the family and they are very proud and do not like to request public assistance of any kind.

Because of the above reasons, and many more, we have been having a difficult time of getting active participation in our programs from the latin community. We have been attacking this problem in the following ways:

1. Making presentations to the Miami Latin Chamber of Commerce and to other civic groups.
2. Publicity in latin newspapers and television shows.
3. Presentations to Latin parent groups.



4. Developing programs for parents at the same time their children are in programs, so as to involve the total family at the same time.

This is only one example of one problem, and the methods we are employing to alleviate it.

The following are questions that must be answered in developing a comprehensive advocacy program.

1. The consumer needs to know what is available to him in the system. How do we make our programs known to the consumer? How is this followed up?
2. Do we include in planning and delivery of services the voices of those directly in touch with our clients?
3. How do we promote community involvement? Do you think the attitude of the community has changed as a direct result of this involvement?
4. Has this program been constructive and productive in meeting the needs of the developmentally disabled individual?

Let me end by saying:

"Advocacy is a complex issue which requires not only combating fears and anxieties, but it also requires careful and thoughtful analysis of the desired end goals to be actualized."

### Bibliography

Gordon, John E. ed., Developmentally Disabilities An Orientation to Epilipsy, Cerebral Palsy, and Mental Retardation, (Philadelphia: Developmental Disabilities Center, Temple University, 1975) p. 127. (Footnote #1 & #5)

James L. Paul, Ron Wiegerink, Ronald Newfeld, ed., Advocacy: A role for D.D. Councils, (U.S. Department of Health, Education, and Welfare), pp. 1-2. (Footnotes 2 and 4)

Recreation and Handicapped People; 1974, p.5. (Footnote #3)

Wiese, Kathleen M., Ronald F. Barna, "Everbody's Playground," Challenge, Julian A. Stein edc, February-March 1976, Vol. II, No. 3, pp. 1-3. (Footnote #6)

Recreation for the Handicapped: A Social Right, A Rehabilitation  
Necessity\*

by Dr. John A. Nesbitt

I. Introduction

I wish to express special thanks to the President's Committee on Employment of the Handicapped (PCEH) for the invitation to participate in the celebration of its 25th anniversary. This is the celebration of a great humanistic concept and a great movement in the United States and the world. Over the last 25 years thousands of volunteers have worked to provide employment opportunities for individuals who are handicapped.

In our zeal to make our society more perfect we too often overlook what we have done, the progress that has been achieved. This stocktaking should not make us self satisfied; rather, it should form the "base-line" for new programs, accepting new challenges and setting new goals within a realistic appraisal of how we can best seek new horizons of human fulfillment.

Recreation for the handicapped and employment of the handicapped in recreation are new ideas, a new challenge to all rehabilitation workers and, indeed, a new challenge to bring this final dimension of opportunity for personal fulfillment to people who are ill and handicapped.

II. State of the Art--Low, Indeed!

Essentially, we are addressing two related, but separate issues:

1. Opportunity for cultural, recreational and leisure participation for people who are ill and handicapped.
2. Opportunity for employment of people who are handicapped in recreation and leisure services.

Opportunity to Participate

In my view, people who are handicapped are, in large part, being excluded from the recreation and leisure life of America, the more severe the handicap, the more complete the exclusion. Considering

\*A paper presented to the Session "Recreation and the Handicapped" 1972 Annual Meeting of the President's Committee on Employment of the Handicapped, marking the 25th Anniversary of: The Committee and of The American Hire-the Handicapped Movement. Washington Hilton Hotel, Washington, D.C. May 4, 1972.

that recreation today represents an \$80-billion expenditure by Americans, the amount of exclusion become enormous. Aware as you are of the number of handicapped there are in our society, mentally estimate the number of handicapped you will see attending the San Francisco Opera, a New York Knicks game at Madison Square Garden, Chicago's Natural History Museum, your local park and recreation department recreation center, your neighborhood bowling alley. My personal surveys show pervasive exclusion of the handicapped. The why's of this exclusion and how we overcome them are questions to which we have yet to address ourselves.

#### Employment Opportunity

Public recreation and leisure service represents a work force of some 500,000 full time equivalents; commercial leisure service industries and services represent another 500,000. Taken together this is a full time equivalent work force of one million. My observations are that recreation and leisure service has a general record no better than education, social work or other public service professions in employing the handicapped; and, I would speculate that maybe the actual level of employment, when we have researched the matter, will show the record to be poorer than the others. We need awareness of the needs for, and opportunities for, employment of the handicapped in recreation and leisure service as the precondition for actually increasing successful placement.

### III. Recreation--A Social Right

While we as Americans are guided by pragmatism and the results of research, our personal and social philosophies also guide our day to day behavior, our laws and legislation and our public institutions. Therefore, it is incumbent upon us to consider the philosophical issues involved in recreation for the handicapped. The following may give us some guidelines:

#### UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.



This declaration specifies everyone; I maintain that throughout the world, the USA included, handicapped are denied the right to participate in the cultural life of their communities and therefore denied their essential human rights.

#### DECLARATION OF INDEPENDENCE

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

Few countries enjoy, and relatively fewer people enjoy, the enormous wealth that we do; but, the handicapped of America are in my view denied the opportunity to pursue happiness on a par with the able-bodied. When time after time people are denied access, are shunned socially, and are forced into isolation, the right to the pursuit of happiness is denied.

#### DECLARATION OF GENERAL AND SPECIAL RIGHTS OF THE MENTALLY RETARDED

Article IV. The mentally retarded person has a right to live with his own family or with foster-parents; to participate in all aspects of community life, and to be provided with appropriate leisure time activities. If care in an institution becomes necessary, it should be in surroundings and under circumstances as close to normal living as possible.

We observe here the overt emergence of a basic awareness of the right of the handicapped person, in this case a person who is mentally retarded, to leisure fulfillment. Without question, our goals for personal identity and fulfillment through recreation for people who are mentally retarded vastly exceed what society collectively is willing to provide. However, once there is awareness, goals will follow. And any nation that can put a man on the moon can surely provide worthwhile, meaningful recreation activities for its ill and handicapped.

#### THE CHILDREN'S CHARTER (from President Hoover's White House Conference)

Article IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

Presently three-fourths of America's handicapped children are denied equal opportunity to recreation, physical education, camping

and cultural participation. By no means is this Charter being fulfilled in regard to handicapped children.

At this point, we do not in fact have any basic charter, standard or guideline on the cultural, recreational and leisure rights of the ill, handicapped and disabled. I wish to point up that we are all concerned that individual initiative, independence, and self-will be exercised to the fullest within every individual's life, whether handicapped or non-handicapped. However, for millions of ill and handicapped Americans there is an essential and basic need for compensatory services through which individuals will gain the idea of personal worth and entitlement, will gain self-confidence, will gain skills and will have the necessary on-going services to make it possible to participate in the cultural, recreational and leisure life style of the nation. Recreation service, like vocational rehabilitation and special education, wants to enhance the individual's opportunity for self determination within recreation and through recreation. The aid of many rehabilitation workers, and especially those gathered at this Annual Meeting, will be needed.

#### IV. Recreation--A Rehabilitation Necessity

##### The Recreation and Leisure Dimension

I wish to state unequivocally that,

No rehabilitation, vocational rehabilitation, special education, therapeutic, medical or treatment plan is complete without attention to the individual's recreation and leisure needs and future.

Rehabilitation professionals are becoming increasingly aware that any inability to adapt socially will result in problems in educational, vocational, and social achievement. Recreation is being recognized as an ideal way to facilitate a man's or a woman's or a child's preparation to get along with his peers and to play the game of life in general.

##### Recreation's Contribution to Rehabilitation

I wish to bring to your attention the conviction of professional recreation service personnel, in particular the specialty known as therapeutic recreation service, that recreation participation contributes directly and measurably to the following areas:

\* Health, Physical Development and Condition

\* Social Functioning

- Individual Social Adjustment and Functioning
- Family Situation and Functioning
- Community Situation and Functioning

\* Mental Status and Achievement

\* Ethical Development and Values

\* Education and School

\* Vocation and Work

Recently two very important reports have been published on recreation's role in rehabilitation:

"Recreation's Role in the Rehabilitation of the Mentally Retarded," edited by Larry L. Neal, Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, Eugene.

"Report on the Training Conference on Contributions of Physical Education and Recreation to Rehabilitation," edited by Dr. Tom Collingwood, Arkansas Rehabilitation Research and Training Center.

Secondary Gains

There are three vitally important secondary gains that I see in this undertaking. First, through the pursuit of a direct interest in employment of the handicapped in recreation, the U.S. Rehabilitation Services Administration will have a means of increased direct involvement with the entire recreation and leisure service field, both public and private. I can see this involvement resulting in research, training and special support that will serve ultimately to increase the effectiveness of recreation services as part of the rehabilitation process, increase opportunities for ill and handicapped to participate in recreation, and increase our knowledge and capability in providing employment for handicapped in recreation.

Second, recognizing that many recreation doors are now closed to the handicapped, I believe that the involvement of recreation professionals in employing the handicapped in recreation will increase their awareness of the needs of the handicapped, and this will ultimately influence them to expand the recreation programs and opportunities provided to ill and handicapped. In general, this effort will serve to open recreation doors to the handicapped.

Third, I believe we must recognize that to many severely ill and handicapped persons, vocational settlement is not a realistic or likely result of rehabilitation. At present we are seeing the increasing hundreds, the increasing thousands, of ill and handicapped for whom a job is not available. I observe in community after community professional and lay leaders attempting to ignore this reality.

However, by directing our attention to the inherent basic worth of the individual and respecting the "product" that that individual is capable of, we can create a satisfactory and satisfying settlement through recreation. Why, may I ask, should anyone be ashamed of providing a worthwhile, well organized recreation program for a severely handicapped person who is unable to participate in educational or vocational activities? Further, let me assure you that a professionally designed therapeutic recreation program will result in

enhanced independent functioning of the individual and will contribute to progression toward educational and vocational goals.

#### Conclusion

Recreation for the handicapped and employment of the handicapped in recreation are new ideas. They are not today's "common sense" as is special education which has experienced near incredible growth in the last 20 years. Nor are they common sense as is "hire-the-handicapped," which has been responsible for helping to open up employment opportunities for 8 million men and women over the last 25 years. Nor are they the common sense of the Wheelchair Games or the Special Olympics. May I suggest that recreation for the handicapped and employment of the handicapped in recreation is not only a new idea but a milestone in our nation's growing ability to understand and respond to the needs of people, especially the handicapped. I predict that in 25 years recreation for the handicapped will be a common sense idea.

#### V. Commendation

I wish to acknowledge the following outstanding recent developments:

1. The recently concluded project, "Developing Opportunities (New Careers) for the Handicapped in Recreation, Parks and Leisure Services," conducted by the National Recreation and Park Association through a grant from the U.S. Rehabilitation Services Administration is an important beginning in bringing together rehabilitation workers and park and recreation workers. I commend the initiators of this project.
2. The establishment by the President's Committee on Employment of the Handicapped of a Committee on Recreation is equally commendable. The President's Committee has always related to the whole person, no more now than in the past. However, this action truly is one which will provide national leadership and make the President's Committee an active member of the emerging tripartite effort on the parts of the park and recreation services, rehabilitation services and employment of the handicapped services.
3. The U.S. Bureau of Education for the Handicapped of the Office of Education is now providing extraordinary leadership by supporting training in physical education and recreation for handicapped children, up to an amount of \$1-million annually, as well as an emerging effort in research. With 150 Master of Science level personnel now in training, within 3 years we should see a marked improvement in recreation for the handicapped. Here, in



this effort, we see another group of people available and willing to join forces at the national, state and local levels to improve the lives of the handicapped.

#### VI. Call for Action

It is my sincere hope that those of you gathered here today will work actively in your states and in your local communities when you leave here. I hope to see widespread cooperation among workers in rehabilitation, employment of the handicapped, parks and recreation and physical education for handicapped children. I ask that upon return to your homes you do the following:

- a. Take it upon yourself individually to call together a representative group for a meeting.
- b. Get and study the materials that have been developed such as the "Guidelines for Action," "Recreation's Role in Rehabilitation of Mentally Retarded," and "Physical Education and Recreation's Role in Rehabilitation," as well as materials that will be produced by the PCEH.
- c. Meet and ask yourselves,  
"How can we increase recreation participation for the ill and handicapped?"  
"How can we help individuals who are handicapped find employment opportunities in recreation and leisure service?"

Why am I a Special Recreation Advocate?

by Ms. Anna Maye Hartley

For the person who is paralysed from the neck down,  
leisure activity may be painting  
and card art that wins honest acclaim across the nation.

For the person advanced in years, recreation may be the means of  
regaining a sense of worth,  
of doing something worth-while.

For the person who is institutionalized, held suspended in time,  
leisure activity may be the sole opportunity to make decisions,  
to exercise options.

For the person who is blind,  
recreation may be the means of compensating the excitement of  
visual perception.

For the person who is emotionally disturbed,  
recreation may be the means of finding a sense of identity and  
direction.

For the child who is handicapped,  
play may be the opportunity to grow and experience in realms  
unfettered by limitations.

For the person who is deaf,  
play and recreation may be the way to enter the hearing world,  
to experience some of its joys and satisfaction.

As I go about my work, it is through play and recreation  
that I see people who are disabled  
in one way or another  
achieving and doing and enjoying  
in a way  
that no other realm of human experience may allow.

That is why I am a special recreation advocate.

## Outdoor Playground Equipment for the Handicapped Child

by Ms. Sue Flood

Mary a post polio victim watches Ginny and Sally run up the stairs of the slide and slide down with hands in the air yelling - Mary views the merry-go-round filled with children going faster and faster - Mary hears the smack of Tom hitting a single base run and sees him dart to first base. - Mary waits patiently while still another child drops to the ground from the middle of a colorful dome jungle gym. - Mary watches Kelly hit the tetherball completely around the pole to win the match. - Mike passes the soccer ball to Cindy - the recess bell rings and all the children go running, jumping, skipping to the school building door. Mary impatiently waits, her teacher comes after all the children have almost filled Mary's classroom, and pushes Mary's wheelchair up the hall over the door ledge and into her classroom. The teacher begins by saying, "Now that you all had such a fun time during recess it is time to settle down and begin this very interesting story..." Mary is looking out the window at the school playground.

### Why is accessible outdoor playground equipment important to the handicapped child?

Play activities are valuable for healthy children. They are even more valuable for children with mental or physical handicaps who often are kept from experiencing outdoor play.

Sandhu (1971) describes a research project sponsored by the Nuffield Foundation in Great Britain that analyzed play and the environment in which play takes place. The study clearly showed that the handicapped child was reluctant to explore, became easily bored, and behaved significantly different from his normal peers in a free-play situation. While a normal child, Sandhu cites, may easily be absorbed by imitation and imagination with play equipment, the handicapped child may experience playground apparatus and equipment as another barrier to daily living.<sup>1</sup> However the barriers could be eliminated if play areas, Sandhu cites, were designed with the handicapped in mind.

Well designed play areas give the handicapped child the opportunity to learn through discovery. It then provides for the child's needs and interests. The Early Childhood Education Center of the University of Iowa, Iowa City, Iowa, recognizes the following play needs and interests of children.<sup>2</sup>

### Identifying needs and interests of children

Children love to:

1. Move--swing, climb, jump, run, leap, hop, skip, roll
2. Build--rafts, bridges, cars, boats, tunnels, houses, forts
3. Pretend--imitate experiences they would like to have
4. Play in soil--dig, rake, hoe, carry dirt
5. Hide--to be sought for, anticipate being found
6. Throw--mud, snow, rocks, cans, sticks, balls
7. Play with water--hoses, sprinklers, faucets, hydrants, streams, bodies of water
8. Balance--fences, walls, fallen trees
9. Adventure--thrills, challenges, take risks

### What are guidelines for appropriate playground equipment design and planning for handicapped children?

Playground equipment, such as see-saws and swings, are restrictive and unsafe for non-handicapped children. These traditional playgrounds virtually prohibit safe use by handicapped children. Therefore, it becomes necessary to design into the environment certain elements which will make it possible for handicapped children to utilize and enjoy a play center.

### Principles of Playground Planning

The First Principle: Participant Involvement. The child must participate in the planning and changing of the playground design. If children of all ages and abilities become involved the end-product is more suitable to the needs of the children. Participation has frequently led to more intensive use of the site, stimulating a higher quality of play. For example a playground in Boston that had once been under-used and highly vandalized became highly used and well maintained when local children of all ages worked with a dedicated planner.<sup>3</sup>

The Second Principle: Variety. There must be a variety of playground apparatus and activities that are available to the handicapped child. A variety of sensory experiences (water, bark) and social contacts with young and older people. Variety is important for education.

The Third Principle: Physical Comfort. Physical comfort for the handicapped child is very important. Providing shade, restrooms, resting areas, adapted or accessible equipment is a must.

The Fourth Principle: Safety. Safety entails separating the play area from traffic and direct pollution, providing good initial design and good construction, good preventive maintenance, and adequate supervision. Allowing the handicapped child to play is important. Playgrounds must be accessible, comfortable and safe.



Through construction modification each handicapped child can be allowed to use playground equipment. Homemade and inexpensive equipment, supplies, and adapted devices for use with participants with different interests and abilities. The following resources provide information about playground equipment design, site facilities, and Supplies. The information is applicable for diverse abilities including suggestions and representative examples of how to plan accessible playgrounds for the handicapped.

#### Selected Resources for Outdoor Playgrounds for the Handicapped Child

##### Facilities - Equipment - Supplies

##### Equipment

Aitken, Margaret H. Play environment for Children: Play Space, Improvised Equipment, and Facilities. Bellingham, Washington: Educational Designs and Consultants (3259 North Shore Road), 1972.

Bittner, Linda, et. al. Innovative Playground Equipment for Elementary Schools. Ocala, Florida: The Physical Education Competence Curriculum Center, 1971.

Gordon, Ronnie. The Design of a Pre-School Therapeutic Playground: An Outdoor "Learning Laboratory." Rehabilitation Monograph 47. New York, New York: Institute of Rehabilitation Medicine, New York University Medical Center, 1972.

Description and photography of the Jessie Stanton Developmental Playground for pre-school handicapped children facility and the equipment that is employed for the participants.

Information and Research Utilization Center in Physical Education and Recreation for the Handicapped. Guide for Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants. Washington, D.C.: American Association for Health, Physical Education and Recreation, May 1973.

Nathan, C., A. Slominski and P. Griswalk. Please Help Us Help Ourselves: Inexpensive Adapted Equipment for the Handicapped. Indianapolis, Indiana: Indiana University Medical Center (Occupational Therapy Department), 1970.

Playground Corporation of America. Helping Rehabilitate the Handicapped Child Through Successful Physical Play. Long Island, New York: the Corporation, 1969.

Reports from a news symposium in New York City in 1969 to introduce new concepts for helping rehabilitate handicapped through successful play in an environment called "Playscape." Appropriate for blind, mentally retarded, emotionally disturbed, deaf or multiple handicapped.

#### Equipment Suppliers

Programming for the Mentally Retarded in Physical Education and Recreation, AAIPER Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036.

Creative Playthings, Princeton, New Jersey 08540.

Game Time. 903 Anderson Road, Litchfield, Michigan 49252.

General Playground Equipment, Inc. P.O. Box 608, Kokomo, Indiana 46901.

Jayfro Corporation. P.O. Box 400 Waterford, Conn. 06385 (203)447-3001.

Nissen John Cada Field Representative 2108 Hurstview Hurst, Texas 76053 (817)281-3241.

Nissen, Merril Artchison, Regional Sales Manager. 930 27th Street Cedar Rapids, Iowa 52406.

North American Recreation Covertibles, Inc. "Recreation Equipment for the Handicapped", P.O. Box 668, Westport, Conn. 06880.

Porter Equipment Co. 9555 Irving Park Rd. Schiller Par, Ill. 60175

J.A. Preston Corporation. "Materials for Exceptional Children and Youth", 71 Fifth Avenue, New York, N.Y. 10003.

Rebco Recreational Supply Co. "Fun Things and Developmental Toys, Creative Play Components," 928 Burnett, Ames, Iowa 50010.

Sorensen Christian Industries, Inc. "Playgrounds 'n Things", P.O. Box 1, Angier, North Carolina 27501.

Wolverine Sports, 745 State Circle, Ann Arbor, Michigan. 48105.

#### Consultant

Orrin H. Marx, Supervisor, Physical Education Department, Children's Center, University Hospital, University of Iowa, Iowa City, Iowa, 52240.

Special assistance for teachers and students in selecting equipment and supplies for adapted physical education.

#### Books and Publications

Adams, Ronald C., et. al. Games, Sports, and Exercises for the Physically Handicapped. Philadelphia: Lea and Febiger (Washington Square), 1972.

American Association for Health, Physical Education and Recreation. The Best of Challenge. Washington, D.C.: The Association (1201 16th Street, N.W.), 1971, 224 pages.

American Association for Health, Physical Education, and Recreation. Guide for Programs in Recreation and Physical Education for the Mentally Retarded. Washington, D.C.: The Association, 1968, 48 pages.

CEC Information Center. Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants.

Corbin, Charles B. Inexpensive Equipment for Games, Play and Physical Activity. Dubuque, Iowa: Wm C. Brown Company Publisher, 1973.

Department of Conservation. Outdoor Recreation for the Physically Handicapped: A Handbook of Design Standards. Albany, N.Y.: State Council of Parks and Outdoor Recreation, August 1967.

Department of the Interior. Outdoor Recreation Planning for the Handicapped. Washington, D.C.: Bureau of Outdoor Recreation; Superintendent of Documents, U.S. Government Printing Office.

Educational Facilities Laboratories. Found Spaces and Equipment for Children's Centers. New York: the Laboratories (477 Madison Avenue, 10019), 1972.

Herron, Charles E. Compilation of Adapted Equipment for Physically Handicapped Children: Historical References and Implications for Utilization in Physical Education as a Component of Special Education. Doctoral Dissertation. Tuscaloosa, Ala.: University of Alabama, June 1969.

Ledermann, Alfred and Alfred Frachsel. Creative Playgrounds and Recreation Centers. Revised edition. New York: Frederick A. Praeger Publishers, 1958.

Texas Department of Mental Health and Mental Retardation. Operation Sports, Health, and Recreation Program. Austin, Texas: 1971.

Voss, Donald G. Physical Education Curriculum for the Mentally Handicapped: Madison, Wisconsin. Wisconsin Department of Public Instruction (126 Langdon Street), September 1971, Bulletin No. 2102.



Footnotes

<sup>1</sup> Sandhu, J.S. "Helping the Handicapped Make Contact", Industrial Design. New York, July-August, 1971.

<sup>2</sup> "Initial plans for developing a playground for the early childhood." Early Childhood Education Center, University of Iowa, Iowa City, Iowa.

<sup>3</sup> M. Spivack, "The Political Collapse of a Playground," Landscape Architect July, 1969. pp. 299-291

Attitudinal Barriers to Participation by Handicapped (Leisure Activity Participation and Handicapped Populations: Assessment of Research Needs)

by Dr. John A. Nesbitt\*

Industry has invested considerable human and fiscal resources in changing attitudes through advertising. What would happen if the agencies and organizations for which we work were to automatically devote 20 to 25 percent of their total operating budgets to advertising, education or rehabilitation? Last spring, a colleague reported that from 1 to 1.5 percent of the monies in industry and manufacturing go back into research and development. If our teachers, recreation practitioners, public health officials, social workers, urban planners, and others were to respond to new insights, innovations, and research as rapidly as industry does, our entire society would be advanced well beyond current social, economic, and interpersonal levels.

The fact that "helpers" in the public service professions stand by while large numbers within our population suffer malnutrition, educational deprivation, ill health, and cultural-recreational exclusion suggests the degree to which they and society are captive of less than desirable attitudes, values and philosophies. And before there is any chance of freeing the handicapped population from the constraints imposed upon them by themselves or society, we professionals--especially we recreation and park professionals--must free ourselves from our attitudinal constraints.

The "attitude game" is a tough one. Some attitudes are practically unchangeable. The tenacity with which we hold on to some of our attitudes suggests that we will have a difficult task when we choose to advocate attitudinal change toward handicapped populations.

Social Basis for Recreation for the Ill and Handicapped

Recreation for the ill and handicapped is only one feature of our society that is governed in large part by tradition, by people's collective philosophy-values-attitudes-behavior. Usually, when we make changes in our society the changes are based upon our change in "attitude" rather than upon "hard data" from research. Thus, it is critically important, as we attempt to deal with the area of recreation for the ill and handicapped, that we set forth a basis or rationale for what we are doing.

The following is one rationale which I feel makes sense:

1. Recreation is a human and civil right of all people, including the ill and handicapped.

\*This paper was presented at the Conference on Leisure Activity Participation and Handicapped Populations: Assessment of Research Needs, held April 1976, by the National Recreation and Park Association, at the University of Missouri, Columbia, Missouri.

2. Recreation for the ill and handicapped is a part of "normalization" for people who would otherwise be deprived of many fundamental life and leisure experiences.
3. Recreation for the ill and handicapped contributes to the achievement of many medical, social, educational, and vocational rehabilitation goals.
4. Recreation for the ill and handicapped, when provided under prescriptive circumstances, can be therapeutic.

### Attitudes Toward the Handicapped

One of the most meaningful pieces of research in the area of attitude change and the handicapped is by Herbert Rusalem. The main finding of the project was that if you want to develop more positive attitudes toward the handicapped, you structure a positive situation in which a capable, well-dressed, personable handicapped person performs a particular skill in a competent manner in the presence of non-handicapped persons. Many of you can point to illustrations from classroom and field experiences where such a situation has produced positive attitudinal change in the non-handicapped. Some of the features of this type of experience are interaction and direct personal contact. This contrasts with the traditional kinds of non-involvement techniques (literature and films and money-giving) which have been used to change attitudes but which require little personal involvement and commitment and, I believe, have limited results.

There are other factors in attitude change--reinforcers, rewards, and regenerators. People continue to do something--even something destructive like smoking--because they obtain something important from their actions. Until they find something more positive or until that which is obtained ceases to have a positive value, people will continue a particular behavior.

We, as professionals, know the power of attitudes; we have perceptions and insights; and we have the benefit of some research. We must now assemble available information into a framework for dealing with attitudes toward the ill and handicapped.

### Facilitation, Facilitators, and Facilitator Syndromes

The handicapped themselves are a target of attitudinal change efforts, as are their families, peers and helpers. Also included as target groups are decision- and policy-makers (board and commission members, city council persons), legislators, and professional personnel of all types. These individuals may be termed facilitators--persons who perform a distinct role or function in relation to recreation and leisure participation by the ill and handicapped. In spite of the fact that the term "facilitator" has a positive connotation, the individuals in this group may either help or hinder the handicapped. It is because of their potential to hinder that their attitudes are important.

Specific behaviors and behavior patterns result from the individual's philosophy-values-attitudes-attitude sets. A number of these attitude sets and resultant behavior are encountered on a continuing basis. Among these attitude sets we find: the Futility Syndrome ("What can I do to help? The situation is impossible."); the Leprosy Syndrome ("If I touch them, I may get it!"); and the Training Syndrome ("I can't take handicapped people into my program. I don't have the trained staff to handle epileptic fits, convulsions, slobbering, poor speech.") There are numerous other explanations for why inclusion of handicapped persons is unthinkable and why a particular negative attitude toward them is justified.

#### Building a Process Model to Support Positive Facilitation of Leisure for Handicapped Persons

It is desirable for recreation and leisure facilitators and peers to exercise their discretionary and regulatory powers to facilitate participation by the handicapped in leisure time activities. There are several concerns to identify at the outset: First, what attitudes exist at the present time? Second, what process barriers are implicit in their current behavior? Third, what alternative behaviors will facilitate the desired participation by the ill and handicapped? Fourth, how can attitudes be changed to initiate new behavior models? And last, what positive reinforcements or payoff features can be built into the new model to keep it going?

For example, consider working with the general public in employing the handicapped. A counselor may place one handicapped person in a job, and the Mayor's Committee on Employment of the Handicapped gives an award. That employer may hire one more handicapped person, but, most probably, the employment of the handicapped will taper off unless there is a further stimulus. There is generally insufficient continued stimulation to effect regeneration of effort.

Something I think we have on our side is the very positive interpersonal experience that can evolve from recreation. Recreation offers many unique interpersonal satisfactions and rewards. I believe that recreation, cultural activities, and leisure hold enormous potential. In terms of attitude change, I think we should pay close attention to the public demonstrations of wheelchair athletics, which have created a significant change in the attitude which many people have about the handicapped; hopefully this attitude change will lead to some changes in behavior. People have also been tremendously influenced by the Special Olympics, the Cultural Festivals for the Handicapped, and the National Theatre for the Deaf.

I think that our work related to attitudes and behavior has to lead us toward a general goal: Allowing the handicapped recreational, cultural, and leisure opportunity and experience on an equal basis, at parity, with the non-handicapped. This idea stems from my beliefs about human rights and normalization; that is, enabling the handicapped to live in a regular lifestyle and enjoy the normative benefits of education, recreation, employment, and other activities their non-handicapped peers take for granted.

I think that any research, any study regarding attitudes, should contribute to and have a direct relationship with actual behavioral changes that increase both the potential for and the actual participation of the ill and handicapped in recreation and leisure activities. We should be concerned with a methodology to effect change in facilitators to alter and reinforce their positive behavior for this change.



One of the manifestations of public attitude is the legislation which affects service delivery to handicapped persons. We must all be involved in some way in the political arena. We need to stay in the forefront regarding Federal and state legislation, programs, and funding. In many ways these issues involve attitudes, and the overt and covert negative facilitation attitudes at the Federal and national level are now affecting millions negatively; they can affect millions positively, if they can be changed.

#### Persuasion and Guidelines Versus Laws and Enforcement

When we deal with attitudes I think there are two primary approaches available to us. One general area is the persuasion approach of research, education, and group process. Another approach is the authoritarian approach of law, regulation, and enforcement. I believe there are limitations to what we can do through enforcement, law, and legislation. Martin Luther King had a tough time in the South, but he said he didn't know what hatred was until he walked into Chicago to experience the outpouring of venom. So I think we have to be careful with enforcement. Quotas are touchy; but, nevertheless, there are many issues that call for and demand enforcement. For instance, one such issue is air travel by the handicapped. Carriers are simply saying, "Handicapped stay off because you're going to cause problems." The airlines refuse to look at the research. They refuse to look at the humanistic issues involved and the impracticality of what they're saying--they are simply going to force handicapped people to stay off airplanes. The only way to fight this is by legislation and regulation.

The main point is that persuasion is usually the best means of changing people from being negative facilitators to positive facilitators. However, we should be mindful that it is only through law that many important basic social advances have been made. Recent dramatic examples are the current Civil Rights Movement which was initiated by a Supreme Court decision and the battles that are being won through court action in equal educational opportunity for all, including the handicapped.

My second point is: If we intend ultimately to be positive facilitators in the lives of the handicapped in the future, we are going to have to make a number of profound changes in our attitudes about ourselves, our attitudes about the importance of recreation and leisure in the lives of the ill and handicapped, and our attitudes about our roles and functions as a national professional group. In general, recreation and park professionals and those specialists in the area of therapeutic recreation have a very passive pattern of involvement with issues, with legislation, with Federal agencies. Thus, if we are talking about being positive facilitators of recreation for the handicapped, there are a number of profound attitudinal changes that will necessarily have to start with us. This, obviously, is the point where philosophy (personal and professional) starts to interrelate with values and attitudes and behavior. This is where our own "free will" has its say; but, it is important that we take a good look at ourselves at the same time in the mirror of reality.

### Liabilities to Recreation

I think we should recognize that we are dealing with two low-esteem areas: recreation/leisure and the handicapped themselves. Generally speaking, recreation/leisure has not been a high priority area. People are not in favor of allocating money for recreation for poor, inner city residents. Recreation programs in correctional institutions are grossly inadequate. Many teachers, doctors, nurses, and health administrators have negative attitudes about recreation and leisure: "Oh, you're in recreation and leisure." "I don't have time for leisure and that kind of stuff." The handicapped as people are held in low esteem. For many reasons, the general public, planners, teachers, and other groups want to reject the idea of disease and disability. We want to think only in terms of success, winning, beauty, and other "desirable" traits; we don't want to think in terms of failure, losing, or disability. We don't want to deal with reality.

We have, then, a situation which makes it doubly hard to sell recreation for the handicapped within our own profession, to other professions, and to the public at large. I don't intend to discourage; rather, I wish to put the matter realistically.

Winston Churchill said, "We build our houses and then our houses build us." Our conditioning creates our attitudes which are mothers of need, which in turn form our attitudes. We need to break this negative cycle and create more positive attitudes.

### Only the Specialist Will Do the Job

As we speculate about strategies to achieve attitude and behavior change as a prelude to planning and implementing recreation programs for the handicapped, it is essential that we take a realistic look at who and what helps or hinders our efforts. Those of us who are concerned basically with the handicapped must be very cautious about those people who are "part-timers" in helping the handicapped and about those people who are "low priority lip servicers" for the handicapped.

These words of caution are needed as we think about our strategies for program development. I believe that sometimes I can be misled by the propaganda of the generalists in education or recreation. The generalists will say about individualized therapeutic recreation or special education, "Well, that's just good recreation and that's just good education. That's really what I had in mind all the time. Just throw it back to me and I'll take care of it inside of my general classroom or playground." I don't believe that the generalist is going to take care of it.

I think that it is only the person who is singularly committed to the ill and the handicapped who will respond to the needs of the ill and handicapped. I think it is only the program that is singularly committed to the ill and the handicapped that will do an effective job. I don't have confidence in the generalists to take care of the issues I'm concerned about. I have come to have faith only in the person or organization that says, "The handicapped are Number One priority." I find that the handicapped are either Number One or, essentially, they get lost. I base this statement on my personal experience with the U.S. Office of Consumer Affairs, with the U.S. Bureau of Outdoor Recreation, and with various national organizations and associations concerned with recreation.

### Action Now

The general public and professional helpers need to recognize whatever negative attitudes they hold toward the handicapped and face them and move away from platitudes. People and professionals must first embrace the "idea" through a platitude, but too many people and too many professionals believe that they have done their bit when they have embraced the platitude. I would cite as a prime example of this the "let's adopt a resolution blessing the handicapped and forget about having any operative paragraphs" approach. I believe that we could find organizations and agencies whose primary goal is serving the handicapped but which do not employ any handicapped in their ranks. (The same can be said relative to minorities.) Or, they hire one token representative of the group. And, we can find plenty of organizations that have adopted pious resolutions about employing the handicapped; but be assured that they do not and will not employ the handicapped.

So, I believe that we must be realistic in planning any strategies designed to ameliorate the condition of the handicapped. Many of those who would want to be known as "the best friends of the handicapped" are in fact the "worst enemies of the handicapped" because their "kind words and charitable thoughts" belie their actual inaction or negative action toward the ill and handicapped. This inaction as much as negative action is what locks the ill and handicapped out of education, out of employment, out of recreation, out of cultural participation, out of social involvement. It locks the ill and handicapped out of the rights to equal opportunity under the law.

I propose that even as the public and professionals face their negative attitudes they provide the programs and services required by the handicapped and work toward changing these attitudes. So, let the positive feelings grow out of interaction, let the positive feelings come at a future date while today we assure the ill and handicapped of their rights as human beings and as citizens. In A Plea for the Friendless Present, Wilbur Dick Nesbit said, "Who waits upon the when and how/Remains forever in the rear."

Granted we need insight, and the means to insight and knowledge is research. But, while we conduct our research and write our papers, let us be mindful that we are the leadership for recreation for the ill and handicapped and that each of us must be assertive within our professions, with our state park and recreation organizations and state health, physical education and recreation associations, and with our elected public officials at the local, county, state and national levels. It is quite clear that action is needed to meet the enormous needs that surround us. Research is needed to answer the questions and solve the problems. Let's not confuse the need for action and the need for research. Let's get the knowledge we need to act; but, let's act on what we do know. We have the responsibility to do both now.

## Appendix A

### Facilitation

"Facilitation" and "facilitator" refer to an action or person impacting to "ease any action, operation, or course of conduct." Facilitation or facilitators cannot be neutral; they are either negative or positive. Positive facilitation or a positive facilitator acts to promote, ease, or assist the handicapped person in attaining, participating, achieving; conversely, negative facilitation or facilitators overtly or covertly fail to promote, ease, or assist the handicapped person in attaining, participating, or achieving. Denial of employment to a person because of a physical handicap, for example, is "overt negative facilitation." The failure to hire any person who has a handicap is "covert negative facilitation." If the person, condition, or situation doesn't provide "positive facilitation," it is by definition "negative facilitation." There is no neutral or middle ground. "If you are not for the handicapped or handicapped person, then you are against the handicapped person."

### People as Facilitators

Obviously, everyone is a facilitator in some way. However, the following represent those individuals who have a major impact upon handicapped persons: the handicapped themselves and their families; peers; public helpers (librarians, cab drivers); decision and policy makers; professional personnel; and recreation personnel.

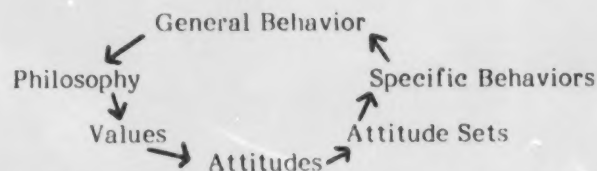
### Conditions as Facilitators

The same general principles apply to "conditions" as to facilitators. The conditions referred to are laws, regulations, guidelines, policies, practices (unwritten regulations or policies), as well as buildings, equipment, clothing, etc.

## Appendix B

### Attitude Cycle

Attitudes should be conceived of in relation to the preconditions which form them, actions that result from them, and in turn, the influence that behavior has in reinforcing philosophy and attitudes.





The first level of involvement is to seek to modify each factor in the attitude cycle through logic, persuasion, information, etc. If a factor fails to respond to persuasion, enforcement in terms of laws, legislation, and court orders is called for. It should be recognized that whether by persuasion or enforcement, the cycle must be broken from negative facilitation to positive facilitation and that reinforcers of and for positive facilitation must be built into the specific and general behavior.

### Appendix C

#### Programmatic Analysis of Facilitator Actions/Attitudes

The following questions can be used in analyzing specific behaviors, the attitudes that yield these behaviors, and possible counteractions to change attitudes/behavior.

1. What is the desired behavior of the handicapped person or group-- entry to a building, membership in a group?
2. What process barriers (physical, social, etc.) block the desired behavior?
3. What is the alternative behavior?
4. What Negative Facilitation (physical barriers, social barriers, lack of social acceptance, reactions, etc.) blocks the desired behavior?
5. What Positive Facilitation will allow desired behavior by handicapped persons?
6. What attitudes, values, etc. are involved in the Negative Facilitation; in the alternative Positive Facilitation?
7. What steps (persuasion, enforcement, demonstration, etc.) can be taken to modify attitudes and/or behavior?
8. When new or modified attitude/behavior is demonstrated through Positive Facilitation? What reinforcement, reward, etc. can be perpetuated in order to maintain the Positive Facilitator attitude/behavior?

An Analysis of Accessibility to and Usability of Kentucky State  
Resort Parks by the Physically Disabled

by Ms. Sandra D. Bennett

This research was conducted as a Master of Arts project at the University of Kentucky under the supervision of Dr. Dennis Vinton.

The purpose of this study was to determine the degree to which Kentucky's state resort parks are accessible to and usable by the physically disabled.

Data were collected using a checklist instrument based on American National Standards Institute standards. The preliminary checklist was submitted to a panel of experts for review and evaluation. The investigator personally surveyed the facilities of each resort park utilizing the revised checklist.

The study was conducted in mid-January, 1976 over a twelve-day period. The data collected were presented in percent form for each area and facility surveyed based on the degree of compliance with the ANSI standards.

The conclusion that can be drawn as a result of the study of accessibility of Kentucky's state resort parks are as follows:

- (1) Kentucky's state resort parks as evaluated by ANSI standards, are basically inaccessible with respect to the independent use of major areas and facilities by physically disabled persons who are wheelchair bound.
- (2) In most instances where a facility or area was found to meet one or more criteria of accessibility (i.e., door width), there was more often than not a companion inaccessible feature (i.e., a step) which rendered the facility or area inaccessible. This situation extended to all major use areas and facilities found in the parks; lodges, restaurants, swimming and boating areas, housekeeping cottages and camping areas. Particularly relevant to this fact was the relative inaccessibility of restrooms and toilets in all areas.
- (3) If a person in a wheelchair wished to use the parks and its facilities, he or she could not do so without aid in some form offered by other persons, whether it was mounting curbs and steps, passing through narrow doorways, or negotiating steep ramps.

(4) The design of the physical features of the parks reflects a lack of awareness on the part of architects of the recreational needs and interests of the person in a wheelchair. The many barriers present in all of the parks' areas and facilities as revealed by the survey are proof positive of the failure of the designers to consider the needs of the disabled in their planning.

#### RECOMMENDATIONS FOR FURTHER STUDY

As a result of this study of accessibility of Kentucky's state resort parks, several recommendations are made.

A study of all parks under the jurisdiction of the Kentucky Department of Parks should be conducted to evaluate their accessibility and use by persons in wheelchairs.

Inasmuch as the total system of state resort parks in inaccessibility to the independent wheelchair user, a program for making the resort parks accessible according to ANSI standards should be instituted in the state government's Department of Parks.

## Resources on Elimination of Barriers to Leisure for Handicapped

by Ms. Sue Flood

### Introduction

To most of us, the pursuit of Recreation during our leisure time is an ability taken for granted. We can enjoy ourselves quite easily. But what about the handicapped individuals in our society? Do they enjoy the same opportunities for leisure and recreation? How difficult is it for them to attend a baseball game, or a movie? How many barriers will be in their way?

Barriers to leisure and recreation for the handicapped take many forms. There are: personal, attitudinal, architectural, and transportation barriers that the handicapped individual must overcome.

### Personal Barriers

On the personal level handicapped people have to deal with such barriers as a lack of information about leisure opportunities and their legal right to recreation. Many handicapped people don't have the extra income to afford recreation. Some have a poor self-concept concerning the ability to enjoy themselves. This is due to undeveloped or negative values toward leisure activities and undeveloped leisure skills.

### Attitudinal Barriers

Attitudinal barriers are not found only within the self-concept of the handicapped individual. Attitudes held by other people and society in general can create enormous barriers. Family and friends may desire to overprotect...hide...or be apathetic toward the need for recreation. Non-handicapped individuals may have negative attitudes toward including the handicapped. The non-handicapped individual in defining the handicapped individuals society uses such labels as old, disabled, dependent, crippled, or unfit. Such labels help to breed the prejudice which excludes many handicapped from recreational activities.

### Architectural Barriers

Architecturally our society discriminates against the handicapped minority. 90% of all public recreation facilities are inaccessible to the nations 25 million handicapped individuals.

### Transportation Barriers

Although some recreation facilities are becoming architecturally



more accessible...transportation to the facilities also presents a barrier. Handicapped individuals have difficulty getting into and out of private vehicles and public transportation. Cost of transportation for example, a taxi, can be too expensive for an individual to afford.

For the handicapped these problems...collectively present a monumental barrier to the full enjoyment of life.

#### Selected Bibliography on Barrier Free Leisure Pursuit for the Handicapped

The following bibliography entries contain an up-to-date literature review on barriers which limit opportunities for handicapped individuals to participate fully in the leisure experience.

Abt. Associates Inc. Travel Barriers prepared for Department of Transportation Office of Economics and Systems Analysis. Washington, D.C. August 1969. 207 pages (Index - Including life style of the handicapped, social-psychological meaning of handicap, travel behavior).

AAHPER. Information and Research Utilization Center, Washington, D.C. A bibliography of surveys in Physical Education and Recreation Programs for Impaired, Disabled, and Handicapped Persons.

Architectural and Transportation Barriers Compliance Board Resource Guide to Literature on Barrier-Free Environments with Selected Annotations 1977. Washington. (225 page index of architecture - general, housing, public buildings, medical facilities and hospitals, rehabilitation centers, schools, transportation, standards, legislation, park and recreation, attitudes.)

Bushell, Shirley and Jerry D. Kelley. Providing Community Recreational Opportunities for the Disabled Office of Recreation and Park Resources Department of Recreation and Park Administration College of Physical Education and Cooperative Extension College of Agriculture, University of Illinois, Urbana, Illinois.

Dickman, Irving R. Handbook on Transportation United Cerebral Palsy affiliates Patterns for Professional Services Program. United Cerebral Palsy Associations, Inc. 66 East 34th Street, New York, New York 10016 Price: \$1.00 April 1975

Evans, Marcia, Robin C. Smith, Mary G. Wiltrout. Leisure Barriers Affecting Persons with Disabilities, supervised by Donald E. Hawkins, The George Washington University, April, 1976. (200 pages of literature review concerning leisure barriers to the handicapped).

Glickman, Donald S. Accessibility Standards, Capital Development Board. State Office Building, 401 South Spring Street, Springfield, Illinois 62706

Michaels, R.M. Transportation of the Mobility-Limited (Research and Training Center No. 20, RSA Department of HEW, Chicago Northwestern University, 1971-1975.

Resources for Planning Accessible and Barrier Free Recreation, Play Swimming, and related Facilities for Use by Impaired and Disabled persons. Physical Education and Recreation for the Handicapped.

U.S. Department of Transportation. Office of the Secretary. Travel Barriers, Washington, D.C. May 1970. (50 page booklet identifying the handicapped, Travel by the Chronically Handicapped Travel Barriers, Design and Operating Guidelines.

Architectural Barriers to Participation by Handicapped in Recreation  
and Leisure Facilities

by Dr. John A. Nesbitt

During 1976 public hearings were held in Boston, Massachusetts by the Architectural and Transportation Barriers Compliance Board. The purpose of these hearings was to collect information on the recreational needs and barriers facing handicapped people and to better understand the problems confronting the recreation, park, leisure and cultural service providers as they attempt to serve handicapped individuals. From the testimony gathered, the Architectural and Transportation Barriers Compliance Board is expected to formulate recommendations to the President and Congress for meeting the recreational needs of handicapped people.

The subject of the "Special Edition" newsletter of the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped is the testimony presented by this Committee during the Boston public hearing. We believe it outlines the issues facing the recreation and park service delivery system.

**REMARKS OF DR. JOHN NESBITT, CHAIRMAN, COMMITTEE ON RECREATION AND LEISURE,  
PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED, BEFORE THE PUBLIC  
HEARING OF THE ARCHITECTURAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD  
October 21, 1976**

Since 1972, the President's Committee on Employment of the Handicapped has sponsored a subcommittee whose responsibility has been to promote both employment and participation opportunities for handicapped people in the recreation, park, cultural and leisure services. This subcommittee, called the Committee on Recreation and Leisure, has had an opportunity, over the past several years, to become aware of the issues involved in developing recreational opportunities for handicapped people; and, to learn a good deal about how recreation and park professionals are providing for handicapped people.

Reprinted by permission of the Committee on Recreation and Leisure  
of the U.S. President's Committee on Employment of the Handicapped

As Chairman of this subcommittee I would like to spend the time I have with you this afternoon reviewing our experiences in this area and offering you our recommendations for action.

To begin with, I must first explain a little bit about the Committee on Recreation and Leisure. As I mentioned, it was begun in 1972 to foster employment and participation opportunities for handicapped people in the leisure fields. We are made-up of voluntary members who are appointed by the President's Committee Chairman Harold Russell. Organizations represented on the Committee on Recreation and Leisure include: National Easter Seal Society, United Cerebral Palsy Association, American Foundation for the Blind, National Park Service, Forest Service, Bureau of Outdoor Recreation, Bureau of Education for the Handicapped, National Recreation and Park Association, American Alliance for Health, Physical Education and Recreation, the President's Committee on Mental Retardation and others.

Our Committee is a unique platform for agencies of and for the handicapped to come together with the providers of recreation and park services for the purpose of exchanging information and developing projects designed to foster our basic goal. The Committee on Recreation and Leisure has sponsored various projects designed to contribute to the identification and elimination of architectural barriers. For example, we conducted a nationwide university recreation student architectural barriers elimination project. The Committee will welcome direct interest in these and other Committee projects by federal agencies interested in recreation, humanities and the arts, parks, etc.

Ever since this Committee first began meeting--handicapped people with service providers--it was apparent that, for the most part, handicapped people have both very few and very inadequate recreation and park opportunities available to them. While studies exist that adequately demonstrate this fact I think it is an obvious enough reality to accept forthwith. If one should question the fact that a lack of recreational opportunities exist for handicapped people, may I suggest they simply look for handicapped people at the next park, campsite, recreation facility, or cultural facility they visit. Aware that over 10 per cent of our population is handicapped, compare this percentage with the number of handicapped people present at the recreation facility you visit.

I would like to digress from the Architectural Barriers Act of 1969 and its direct concern with federal construction since 1969. I would like to comment briefly on the total recreation facilities accessibility problem.

In my judgment, 90 percent of all public recreation facilities are inaccessible for the nation's 25 million handicapped. In using the term "public recreation facilities," I include all recreational, park, cultural, natural and leisure activity facilities. This judgment is based on my experience and the experience of recreation for handicapped specialists from diverse states such as California, New York, Florida, Texas, and Iowa as well as Washington, D. C. and consumer spokes persons who are sensorily as well as physically handicapped. This exclusion of 25 million from the nation's public facilities is intolerable.



Why is this exclusion so? The obvious cause is architectural barriers. But barriers represent only a symptom. The real reasons for the exclusion of handicapped people from the recreation and park setting are many and complex. Some of these reasons are caused by the service provider, some by the general public and still others are created by handicapped people themselves. In order for me to be able to make substantive recommendations I think that it's important that we review, if only briefly, these reasons for this exclusion.

Let us first examine some of the problems, issues and barriers created by the recreation, park, leisure and arts service provider. To begin with, it has become apparent to us that recreation and park service providers, in general, do not fully comprehend or accept their responsibility to routinely provide for the needs of handicapped people in their everyday programming. This is a particularly interesting phenomena in view of the fact that we are discussing the public, local, state and federal provider of recreation and park services. Philosophically, our nation is based on the premise that the government is of the people, by the people, and for the people. Nowhere in the Bill of Rights is the term "people" defined to exclude those citizens with physical or mental disabilities. These people, with disabilities, we believe, should share equally in any federal, state or local program designed for the general public -- for they are the general public. Unfortunately, however, this seemingly obvious fact is, time and time again, lost sight of by government administrators in the daily translation of the Bill of Rights into programming. If we, as a nation, cannot convince our own administrators about the validity of this basic premise, we're doomed to failure in our efforts to secure equality of opportunity for handicapped people. So our first and foremost recommendation is that public programs be understood as programs that include handicapped people; and, that the responsibility for service to handicapped people falls squarely on the shoulders of the public provider of services.

Assuming we're able to progress this far, and believe me to do so is an enormous struggle in itself, the next barrier handicapped people face from service providers is the haunting question, "Is it cost-effective to make provisions for handicapped people in recreation and park settings?" My first reaction is, that's not the point! The point is, and I quote from the Law of the Land -- Public Law 90-480 -- "any building or facility, constructed in whole or in part with federal funds must be constructed so as to be made accessible to and usable by persons with physical handicaps." Again, cost-effectiveness is not the issue. The issue is the Bill of Rights. And, ...compliance with the law is not a matter of making gestures in the spirit of the law over the next five or ten or fifteen years when and as convenient. The law is in effect now and compliance now is implicit in the law.

For the sake of clarity I would like to take a minute to look at the "cost-effect" issue. I want to look at it because it seems to be one of the most frequent excuses we hear for not serving all the people. How much does it cost to make a building accessible? The answer is, "not much." The highest estimates we have heard of have been about 1% of the total building cost.

Certainly, they are not 10% of the building cost. And, please remember we are trying to get 10% of the population into that building or facility. So even if we were foolish enough to play the "cost-effective" game, we're ahead. Enough said about that nonsense, however.

Another problem we've encountered in our work to promote opportunities for handicapped people in recreation is the constant cry that specific accessibility data is not available; and, because there is a lack of design data we can't make our facilities accessible. As the Compliance Board knows. A new American National Standards Institute Standard is in preparation. The old ANSI Standard has been in use since 1961. The American Society of Landscape Architects study, funded through a Department of Housing and Urban Development grant, is available and addresses itself to design problems inherent in accommodating physically handicapped people in recreation and park settings. These documents should be sufficient to provide any professional designer with the information he or she needs to apply the principles of barrier free design to any recreation, park, leisure or cultural setting. We believe, that sufficient information exists and, therefore, the excuse that barrier free design is not available for, let's say swimming pools, amounts to equivocating. Let me add that it's not the responsibility of organizations advocating for the handicapped to supply federal or state agencies with accessibility data that covers every conceivable situation. That responsibility lies with the agency that must comply with both the Architectural Barriers Act of 1969 and the Bill of Rights. If design expertise is needed on staff to comply with the law then why not bring someone aboard who can provide that expertise. This would be our recommendation to these agencies. And this might prove to be a prudent management decision since compliance with accessibility laws is not going to go away. If anything, it will become more and more strict.

The other argument we've faced that I want to mention is the recreation service providers' concern with identifying specific activities and locations where handicapped people want to recreate and with this information making certain facilities accessible. This search for user data rarely fails to reinforce the providers' opinion that there aren't many handicapped people using accessible facilities. The new braille trail, for example, or adapted campsite may have low handicapped user rates. Consequently, he may reason, why the need to make more, or worse yet, all facilities accessible? Well, several factors must be taken into account here. First, in general, handicapped people face architectural barriers everywhere they go. Maybe they can't get to this new "model" facility because the community's public transportation system is inaccessible. Maybe it's in a remote setting. Maybe, the handicapped people in the area don't know about it. Maybe, handicapped people don't want to use it because it's a segregated facility designed only for handicapped people. ...or maybe years of rejection and exclusion by barriers have caused the handicapped consumer to develop a lifestyle that circumvents the 90 percent of public recreation facilities that are inaccessible. In fact, many handicapped give up their birthright and the guarantees of the law.

agency policy to include considerations for handicapped people in the development of public recreation and park facilities and buildings. That it is the law and it is to be obeyed. This is not yet happening.

In addition to this high level commitment we believe the need exists for formal procedures to be adopted by these agencies so that project directors, for example, sign off a contract that states, "this building or facility is certified to be barrier free." With this precaution we can foresee far fewer situations of lackadaisical compliance.

In conclusion, I want to say that the picture I've painted relative to compliance doesn't apply to all recreation and park agencies. Some agencies have accepted willingly the challenge that the needs of handicapped people and the Architectural Barriers Act present. They have done so admirably and are to be commended. But, 90% of the work still needs to be done. And, while we recognize and applaud the successes we must concentrate on the failures and violations. That's what I've attempted to do here today.

Finally, I wish to recognize and commend the work of the Board. I am confident these hearings will make a major contribution to advancing accessibility to public recreation facilities.

Thank you very much!

CHAIRMAN ZAPANTA: Thank you, Doctor Nesbitt. Questions?

MR. DAVID PARK: John, one of the things that strikes me; I think you and Paul have listened to much of the testimony that's been delivered here today, and you have heard some of the statements and the problems of the state park directors and some of the providers of the facilities and programs.

Now, you presented a viewpoint, really, from the other side which very specifically calls for total accessibility, that everything should be made accessible. There's a gap here; a tremendous gap, in my mind, that exists between the people who are providing the services and the people who are advocating full opportunities for handicapped people. How can that gap figuratively be bridged? What kind of things need to happen?

DR. JOHN NESBITT: I have been listening to the questioning that has gone back and forth and one of the things that flashed through my mind, is being in front of a pay toilet without a dime, and I don't think there is any alternative to having a dime. I don't think there is any alternative to total accessibility to all facilities.



Whatever the reason it's never a sufficient reason to disobey the law. And let's continually be mindful of that fact. Accessibility in public recreation and park facilities and buildings is the law.

The last concern we want to mention is a concern that recreation service providers express to us. They tell us of their fear that accessibility for handicapped people might defile wilderness areas. Their question is, "Where does accessibility end and a wilderness area begin?" Our response to this issue is simple: Whenever earth is moved or concrete poured to develop a facility for people in any park or wilderness area, then that facility must include accommodations for handicapped people. The fact that transportation to the site is difficult does not relieve those responsible for construction from the requirements of the Architectural Barriers Act.

This brings me to a brief examination of the issues and barriers created by handicapped people themselves in this area. As I mentioned earlier, the problem of designing out the handicapped from public park and recreation facilities is not all the fault of public administrators. One of the biggest problems we've encountered in our work is the low level of understanding that handicapped people have for the significance of leisure participation. They are, for the most part, involved in an everyday struggle for survival. How can a person be expected to worry about leisure time when he or she can't get a job? The net result of this low priority to recreation is that handicapped people aren't demanding services from the recreation service provider. And we believe that this demand is a critical factor in the equation of equal opportunities for handicapped people in the recreation and park setting. What can be done? Well, recreation professionals need to reach out to handicapped people, to inform them about the potential that recreation participation holds for them; to encourage them to look towards recreation as a life enhancing pursuit. In short, to help educate handicapped people concerning recreation's value. Handicapped people, on the other hand, ought to listen to and learn what the professional has to say about recreation. People who are handicapped must foster and cherish their need for and right to recreation participation. Only when this occurs, will a full-fledge demand for services result, with adequate services forthcoming.

There are some closing comments I would like to make specifically concerned with the compliance and observance of the Architectural Barriers Act of 1969. It has been our experience that, for the most part, this law is not being complied with. This is what we hear from handicapped people who have attempted to use facilities that were supposed to comply with the law. This is what has been learned from surveys, too numerous to cite here. This fact provokes the question, "Why isn't this law working the way it's intended?" Well, we believe, the primary reason Public Law 90-480 is not working is the casual compliance that exists in some agencies with recreation and park concerns. There seems to have developed a feeling that this law is more trouble than it's worth; and, consequently, only lip service is being paid to compliance. The net result is that the people in the states see this casual compliance as a signal for non-compliance. This must be stopped. What is needed is a clear signal from the leadership of all recreation and park agencies stating that it is an unalterable



MR. DAVID PARK: The question I am getting at is that, obviously, the employers don't share that same commitment, conviction, that you share. I think that the establishment of the Architectural Barriers Board, as indicated, one of the charges of the Board is to attempt to create a barrier-free environment for everybody.

My question is how can we get the providers of services to the same point that you're at and share the same kind of conviction?

DR. JOHN NESBITT: Given all the rationale that exists, it seems to me that it's merely a matter of compliance with the law.

MR. DAVID PARK: Even to the point of with-holding funds when it doesn't comply?

DR. JOHN NESBITT: I think that's one of the strategies that is involved, yes; enforcement, or whatever appropriate means are involved in compliance with the law.

MR. DAVID PARK: One more, a little more specific, question. I know that Paul at one point on behalf of the Committee made some inquiries as to the interpretation of the architectural barriers law relative to recreation facilities. What kind of feedback did you get on that when that was made?

MR. PAUL HIPPOLITUS: Well, the information that we got was that, very clearly, recreation facilities and buildings do fall under the purview of the law. I think the question and doubt comes when we talk about fishing piers or some smaller kinds of facilities or those that aren't traditionally considered facilities, but these also fall under the law.

MR. JAMES JEFFERS: Just to follow up on the compliance aspects a little bit; although the Architectural Barriers Act does not have sanctioned provisions, the establishment of the Board in 1973 did provide sanctions and the Board has the sanction of withholding federal funds.

In that regard, as the Board is in its initial phases of trying to develop a federal-wide compliance system and program to ensure compliance with 90-480, I think we would very much appreciate Doctor Nesbitt, from your years of experience in this area, your views in terms of those kinds of elements or criteria or means we might view in developing that compliance system. What kinds of check points, what kinds of certifications, what kinds of requirements, what kinds of demands, what kinds of information might be useful to incorporate in that compliance system to ensure, in fact, that recreational facilities are accessible?

MR. PAUL HIPPOLITUS: That's a very broad question, of course, and it's one that would be hard to deal with in a short response. We have given thought to that kind of activity and would certainly be delighted to expound upon it at a later time. One of the things that we talked about in our presentation this morning is in the need for commitment from administrators that filters on down to the people who do the daily checks of the construction of buildings and facilities.

The second thing is a sign-off procedure. At present, to our knowledge, that doesn't exist. This would be a fixed responsibility for compliance by having the architect sign a contractual statement guaranteeing accessibility. Presently, there is no responsibility that can be affixed to any single designer if compliance has not been followed, so I think that's the most important thing...to fix the responsibility by having someone sign off that a particular facility is barrier free. If it turns out not to be so, then you know where to go and where the source of the trouble is, and if someone knows he or she has to sign that clause at the end of a contract, I think the compliance would become much more real.

MR. JAMES JEFFERS: I think we would appreciate any additional information you might have or suggest.

DR. JOHN NESBITT: I have done a scan as best I can in relation to your question, and we have developed some instruments, guidelines for the organization and delivery of public recreation and park services to handicapped people, and within those we deal with many of the questions you raise.

So there is one instrument that I'll give you the name of and I would be glad to provide that to you. Further to that, in relation to community recreation for the handicapped, we are into additional instrument development; specific step-by-step procedures, essentially a checklist that we can review and immediately make it available to you and to use as you see fit.

MR. JAMES JEFFERS: It would be very helpful.

CHAIRMAN ZAPANTA: Thank you. Any further questions? Doctor Nesbitt, thank you very much.

A Proposal for a National Meeting on Commercial Recreation and the Handicapped

Sponsored by: The Committee on Recreation and Leisure  
President's Committee on Employment of the Handicapped

by Mr. Paul Hippolitus

RATIONALE

Traditionally, our society has designed its buildings, products and services for the "average person." Heretofore, our understanding of who is included in the definition of "Average person" has failed to account for the needs handicapped people have as a consequence of their disability. With recent legislative advances for the handicapped in affirmative action, architectural barriers and civil rights our society seems to be moving in the direction of integrating its handicapped citizens into everyday life. For example, in education Congress has decreed that handicapped students must be included in regular classroom to the maximum extent possible. Our nation's public transportation systems must begin to provide access to handicapped riders. All new public buildings and facilities must now routinely make accommodations for handicapped individuals. In short, it appears as though handicapped people are rapidly working their way into our nation's definition of "average person."

During the process of normalizing opportunities for handicapped people, buisness and industry will also find itself facing this transition. It will need information on "how to" make its products and services available to the handicapped population. Within the leisure service industry two questions will have to be answered. The first will be, "What adaptations to existing

and future products and services are necessary in order to make them usable by handicapped populations?" And, "What advertising or public relations strategies will be most effective in order to encourage handicapped people to take part in the services the leisure service industries produces?"

The importance of these considerations is heightened when we note that 10-12% of our country's 220 million inhabitants are disabled. Many more people have friends who have a handicap or are related to a handicapped individual. The fact is handicapped people represent a significant segment of the consumer market — a segment rarely catered to — a segment worthy of our consideration.

#### OBJECTIVES

The purpose of this meeting is: 1.) to provide the leisure service entrepreneur with basic information about handicapped people upon which he or she can begin to consider product and service design strategies that serve the needs of this segment of the population; and, 2.) to develop directions for future action for this committee to pursue so that it may continue to promote opportunities for handicapped people in commercial recreation.

#### PLANNING

In anticipation of staging a National Conference on Commercial Recreation and Handicapped People, a planning committee has been formed. Its role is to:

1.) identify the issues, problems and solutions that should be addressed at this National Seminar; 2.) develop a precise agenda; 3.) help the Committee on Recreation and Leisure identify and invite corporations and individuals to



attend; 4.) determine the time and place for the Seminar; and, 5.) assist in the compilation of the meetings findings. The names of the individuals who are serving on this Planning Committee appear at the end of this document.

#### MEETING FORMAT

The meeting is scheduled for completion in one day. Approximately fifty commercial recreation executives representing as broad a range of the leisure service industry as possible will be invited to attend. The agenda follows:

#### AGENDA

- |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00 a.m.  | Welcome — Harold Russell                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9:15 a.m.  | Context the Meeting -- Dr. John Nesbitt, Moderator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9:30 a.m.  | Market Identification and Potential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|            | <ul style="list-style-type: none"><li>-- Who are the handicapped? ...a statistical breakdown.</li><li>-- What are the needs of this market for recreational goods and services?</li><li>-- To what extent are handicapped people presently engaged in recreational and athletic activities?</li><li>-- How has self-determination and a change in public attitudes caused a rise in the expectations and aspirations of handicapped people in recreation?</li><li>-- To what extent are their needs being met by the industry? To what extent can their needs be met?</li></ul> |
| 11:00 a.m. | Break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 11:15 a.m. | Public Relations and Advertising Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|            | <ul style="list-style-type: none"><li>-- How best to learn about the needs of handicapped people for recreational goods and services</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |

- How best to communicate with handicapped populations.
- How to encourage handicapped people to seek out recreational activities.

11:45 a.m.

#### Product Liability/Insurance

- To what extent will insurance costs be affected by serving handicapped people?
- Will recreation products and services for handicapped people cause unusual product liability risks?

12:30 p.m.

#### Lunch — Feature Speaker

1:45 p.m.

#### Concurrent Sessions (A & B)

- A. How to design recreational services for handicapped people.
- B. How to design products for handicapped people.

3:15 p.m.

#### Handicapped Consumer Panel

- What are their personal experiences in this area?
- What do they hope for from the industry?

4:15 p.m.

#### Adjourn

#### MEETING LOCATION

The following cities will be researched for accessible and suitable meeting sites; St. Louis, Kansas City and Chicago. These cities were selected because of their central location and ease of travel.

#### MEETING SPONSORSHIP

The prime sponsor of the meeting is the Committee on Recreation and Leisure

of the President' Committee on Employment of the Handicapped. The corporations represented on the planning committee will be cited as co-sponsors in view of their contributions to the organizing of this meeting.

#### MEETING DATE

Appropriate dates will be research for late January, February and March of 1978. The meeting will be held sometime during this period.

#### FOLLOW-UP STRATEGY

Since one of the objectives of the National Conference is to "develop directions for future action for this committee to pursue so that it may continue to promote opportunities for handicapped people in commercial recreation," a clear follow-up strategy is necessary. One way to begin to develop directions will be to solicit concerns, problems and issues from those leisure service executives who will attend the meeting. A survey instrument will be prepared which will be distributed to those attending the National Conference. This survey instrument will seek to gain further insights into the problems facing the industry as it attempts to serve handicapped people. It will offer continued cooperation and informational support by the Committee to the individual corporation represented at the meeting. Based on the needs of the industry as revealed by the survey instrument follow-up strategies will be developed.

In addition, a small publication or "minutes" containing the discussions of the National Conference on Commercial Recreation and Handicapped People will be published and disseminated to those attending as well as other interested corporations.

## Needs Sensing in the Community

by Mr. Kenneth J. Zucker

The key to this task is in the definition of your community. I prefer to define a community as that which falls into your sphere of influence, such as political, geographical, educational and ideological. Based on this definition, communities may overlap and individuals will be members of more than one community.

The assessment of needs requires both short term and long term considerations. This falls into the area of planning and action teams.

The topic, to me, suggests two kinds of needs in the community - those perceived by the professional/producer and those perceived by the citizen/consumer. At some point, basic agreement is necessary for the sake of program development and optimum utilization.

The professional recreator should have an awareness of, and rapport with, the community. There are, of course, several different community assessment scales that can be purchased and used, but I have found the best way to sense needs is through personal contact, interest, and knowledge of the community, especially in smaller cities and towns. A genuine interest in what people are saying can do more than any number of standardized forms.

Every community has individuals and groups that can be recognized as being key communicators of needs. The first step is to select a target group that obviously lacks services. Of course, new departments must try to initiate programs for all and the task is more difficult and takes longer. Once you have identified your target, look for those who can best speak for their needs.

Perhaps this is the time to interject a general caution about dealing with advocates. Be wary of those who claim to speak for groups of which they are not a member. This is often the case of the "quiet minorities", that is, those who have had their right to speak taken from them, usually by other family members. This applies to children, the elderly, and the disabled. For some reason, children of the elderly and parents of the other two know "what is best" for their family members.

Who can best speak for these groups? I believe they can and should speak for themselves. By listening with the objective of discerning expressed needs without requiring complex justifications, you can accurately hear the needs. Then your responsibility is to meet those needs.



Other target groups come to mind. The teenage, often vocal, seldom listened to. The "professional" solution to their "needs" resulted in teen centers all over the country which are now boarded up and had a creative lifespan, in most places, of about six months.

The teenager, a highly mobile, usually solvent, and free of spirit, does not need us. If we do not respond to their needs, they will go elsewhere. Of course, there are some administrators who consider it a blessing if they do, but I consider it an obligation of their responsibility.

One of the most neglected special needs groups is the young adult, ages 18-30. Often between schooling and marriage, still finding themselves in the job market, or beginning families, they represent the square peg in the round hole. By arbitrary age designations we program them out. This group is sadly lacking in leisure opportunities, as a group, other than organized leagues, and we assume that because they are adults, they can find their own things to do. Observation will tell you that is not true.

Whenever professionals want to sample their community and talk to the taxpayers they usually hand out forms at the various programs and get positive feedback from the people that enjoy the activities. Why do I say it's positive? Because if those people did not like the activity, they would not use the facility and be there to get the questionnaire! We tend to overlook those who do not come and, believe me, they are important people. One, we are not serving them. Two, they develop a negative attitude toward the programs they do not use and have to fund, and that attitude surfaces when a bond issue or budget fight appears. These people must be cultivated to understand, if not actively back your programs. Even if they never use the facility, their ideas should be sought out and evaluated.

Other special interest groups such as golfers, tennis players, and swimmers have needs that are more difficult to deal with, due to the special facilities needed and the expense involved. You have to know their needs to be able to deal with them.

Community leaders can express needs for segments of the population. Not necessarily political leaders, but community leaders.

To determine that vocal groups actually represent who and what they claim, it might be useful to use a programming policy on new programs. If a certain minimum number of people register, the activity will be scheduled. This would "prove" the advocacy groups reading of needs. I am not simply against advocacy, I just feel that too many abuses have occurred when a few purport to speak for a large constituency.

The two key words are: talk and listen. And do more listening than talking. It can be done by questioning individuals, by public meetings for special interests, by written surveys, or putting up a suggestion box. Anything that you find that can get your citizens talking to you.

After the needs are expressed, collected, prioritized, have been checked for overlapping, investigated for economic feasibility and social acceptability, a decision should be made and action taken. The job is not over -- you must communicate that decision to your citizens. Let them know why their program has been implemented, or why it has not. If you can not do it now, tell them when you can do it.

What I am saying is "know your community - politically, socially, economically, but most important, personally."

A Look At The Importance of Leisure for Handicapped People

From ...



## ***Newsletter***



### ***The Committee on Recreation & Leisure***



Edited by Mr. Paul V. Hippolitus

A joint undertaking of the  
President's Committee on Employment  
of the Handicapped and the Community  
Models Project, Recreation Education  
Program, University of Iowa.

For several years the Committee on Recreation and Leisure of the President's Committee has been engaged in projects designed to help improve employment and participation opportunities for handicapped people in the recreation, park, leisure and cultural services. As a part of this effort the members of the Committee have attempted to convey to handicapped people the meaning and importance of leisure participation in order to foster their interest; and, in turn, increase their level of demand for such services.

It has become apparent, however, to the members of the Committee on Recreation and Leisure that there continues to remain a widespread lack of understanding and awareness as to the role both leisure participation and leisure service employment can play in the life of a handicapped person. This "communication gap" has become especially apparent during the University of Iowa's Community Models Project, sponsored by the Bureau of Education for the Handicapped. The purpose of this effort was to bring handicapped people and recreation service providers together in Iowa at the community level so that a relationship could develop that would lead to increased services for the area's handicapped population. While this has happened as anticipated an unusual amount of disinterest resulting from a basic lack of awareness was encountered. Even while the professional recreator explained the value of recreation participation and involvement the handicapped consumer expressed concern over how all this relates to "my needs for training, a job and a normal lifestyle."

Dr. John Nesbitt, Recreation Education Program, University of Iowa and Chairman of the Committee on Recreation and Leisure related this project's experiences to

*The President's Committee on Employment of the Handicapped*

the Committee's members. Clearly, the Committee concluded, the message concerning recreation is not getting through to handicapped people themselves. The Committee realized that many handicapped people are caught-up in a daily struggle for survival and without an adequate understanding about recreation and leisure such matters must clearly appear to be secondary to their immediate and basic needs.

In an attempt to better understand the reactions of handicapped people to the concepts being communicated by recreation professionals the Committee sponsored a small conference. The purpose of the Conference was to provide recreation professionals with an opportunity to explain to handicapped people the potentials of leisure education, leisure counseling, leisure employment and leisure opportunities; and to measure their reactions in order to better understand the problems that exists in communication between professional and consumer.

The first subject addressed was leisure counseling. Dr. Jerry Fain, Department of Recreation, University of Maryland began this discussion. He explained that leisure counseling is, simply, an orientation process for people, in this case handicapped people, who have or are experiencing a change in interests or abilities. Leisure counseling began in hospitals for newly injured persons as a part of their discharging processes. The leisure counselor attempts to aid the newly handicapped person with their transition into the community by helping them to identify recreational activities that are achievable.

From this beginning leisure counseling has grown. In some areas computers are used in the counseling process to identify activities and programs that satisfy the interest, and skills of the person seeking leisure counseling. In other areas it's not quite so elaborate. Here, handicapped people are not only advised as to what recreational or leisure activities are available, but also they're helped with learning the activity's prerequisite skills. Leisure counseling is an attempt to humanize the service delivery of recreational services. It's a move towards individualizing the recreational service as opposed to being program oriented.

Consumer reaction to leisure counseling was one of both skepticism and surprise. Most had never heard about this service before. Others were concerned about the power any counselor has and were immediately suspicious. Some questions were: 1.) What would I be told, as a person in a wheelchair, if I sought this counseling?; 2.) Where do you get this kind of assistance?; 3.) How well equipped is a leisure counselor?; and 4.) To what extent do we (handicapped people) really need this kind of service? Dr. Fain pointed out that this concept is still a new one and that Universities are only beginning to develop its competencies and its relationship with counseling. The response of Universities is after the fact as leisure counseling is already going on in many communities. He emphatically pointed out that, at no time, are leisure counselor's psychologists. This type of counseling is limited to matching the appropriate leisure service with the person by exploring -- with the individual -- their interests and abilities. Finally, Dr. Fain reacted to the question which asked if handicapped people really need this service by suggesting that everyone, even those with all that the work ethic can produce (money, responsibility, power, leisure, etc.) can become bored and lonely and, therefore, capable of benefiting from leisure counseling.



This is especially true for severely handicapped people with nonvocational goals. In short, leisure counseling can help any individual, whether handicapped or not, to deal with the ambiguity of the non-work hours.

Following the discussion on leisure counseling Jerry Kelly, National Recreation and Park Association, began the next topic — leisure education. He explained that leisure education is an academic orientation process during which people are taught how to constructively use their free time. Leisure education teaches leisure values, attitudes and skills development. It's the king of value system that needs to be brought to the attention of children early on.

Most present accepted the need and value for leisure education. Some were very concerned, however, with the term "therapeutic recreation" for handicapped people. These consumers thought that such a label helps to misrepresent the capabilities of handicapped people and helps to reinforce society's misconception about their long term abilities. They concluded by questioning the need for "therapeutic recreation". Or, at least, the need for the label "therapeutic".

Next, Dr. David Compton, National Recreation and Park Association, addressed the subject of leisure service employment. He began by reviewing a recent survey conducted by the National Recreation and Park Association and the President's Committee on Employment of the Handicapped. The questions asked by the survey were designed to help develop an understanding about the present practices of leisure service employers in the area of employing handicapped people. The most telling statistic indicated that 42% of the employers surveyed already hire handicapped people on a full-time basis. Sixty-seven percent of the employers surveyed hire handicapped people on a seasonal or part-time basis. While this was thought to be encouraging the total employment level for the industry was only 1%. Also, nearly 90% of the employers have no formal recruitment policy; nor, have they ever had any liaison with vocational rehabilitation agencies or workshops. This seems to indicate that employers are willing to hire handicapped people if they were approached more frequently by agencies and organizations training handicapped people for employment. It appears that both handicapped people and the agencies training handicapped people have, for the most part, ignored the employment potential of the leisure service industry.

The occupational subcluster surveyed included employers from; 1.) travel, tourism and hospitality; 2.) leisure entertainment enterprises; 3.) resource based and environmental services; and 4.) community based recreation and park services. Interestingly, travel, tourism and hospitality indicated the highest level of advocacy for employment of handicapped people but had the lowest level of employment. Community based recreation and park services had the highest level of handicapped employees.

The handicapped consumers seemed pleased to learn about the potential and enormity of the leisure service fields for employment of handicapped people. They confirmed the Committee's suspicions that rehab and the handicapped community don't always look towards careers in the leisure service fields. It appeared to all that more efforts should be made to publicize the opportunities here.

Finally, Helen Jo Hillman, Director, Programs for the Mentally Retarded and Physically Handicapped, Department of Recreation, Washington, DC, made a presentation on leisure opportunities. She explained the kinds of services and programs offered by a city or community based recreation and park department. The list was quite extensive. Mrs. Hillman pointed out that the biggest problem in providing services to handicapped people was to communicate to them the availability of programs. Further, she encouraged handicapped people to become more aggressive at the community level with their local recreation and park system. Programs are developed, to a large extent, as the result of population demand. Without a demand by local handicapped people programs are difficult to justify.

Consumer reaction to the subject of leisure opportunities centered around the issue of segregated facilities and service. There was a great deal of concern over the naming or labeling of recreation and park programs and facilities that used the word "handicapped" in them. The consumers explained that they wanted opportunities that were integrated with non-handicapped people. They felt so strongly about this issue that those handicapped people present indicated that they deliberately avoided the patronizing of a facility or program that is designed or labeled for the "handicapped".

With this discussion the meeting ended.

This meeting was sponsored by the Committee on Recreation and Leisure (Mr. Paul V. Hippolitus). U.S. President's Committee on Employment of the Handicapped, Washington, D.C. 20210

and

National Institute on Community Based Recreation Programs and Services for Handicapped Children and Youth.

Recreation and Park Department Responsibility for Programs for Handicapped

by Ms. Beverly Chapman\*

When I was a child, there were no recreational programs I could participate in in my community. This was primarily because of architectural barriers. The disabled were just not included. The local powers never felt that they were responsible for meeting the recreational needs of the disabled citizens in their community.

The public park and recreation department has responsibility for providing recreation. Anybody who wants to try - blind, deaf, physically handicapped, mentally handicapped - should be allowed to participate. No recreation director should be allowed to say, "No, you can't play."

The handicapped themselves are the only ones with the right to say, "No, I don't want to play."

When a department is dealing with public funds, 10 per cent of their funds should go to the 10 per cent of the population that is handicapped. And, separate is not equal.

In Dennis, Massachusetts, I was an elected Recreation Commissioner and I helped set up the recreation program. We provided accessibility for all citizens and brought recreation to all handicapped citizens.

Public recreation must meet the desires and needs of the handicapped for art, travel, drama, outdoor recreation, social recreation and sports.

Annual Meeting, President's Committee on Employment of the Handicapped, May 6, 1977

\* Ms. Beverly Chapman of Orlando, Florida was Miss Wheel Chair America - 1977. She made this statement at the 1977 Annual Meeting of the U.S. President's Committee on Employment of the Handicapped.

# The University of Iowa

Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989



Leisure Fulfillment for Handicapped  
and  
The White House Conference on Handicapped Individuals  
Part I - The Conference\*

by

Dr. John A Nesbitt, Professor\*\*  
Coordinator of Research and Advanced Studies  
Recreation Education Program  
The University of Iowa  
Iowa City, Iowa 52242  
(319) 353-6805

\*(Following the publication of the final report of the White House Conference on Handicapped Individuals, a second article, "Part II - The Recommendations" will be written which discusses the resolutions and recommendations adopted.)

\*\*Dr. Nesbitt was an observer at the White House Conference on Handicapped Individuals and also serves as:

-Chairman, Committee on Recreation and Leisure  
U.S. President's Committee on Employment of the  
Handicapped

-President, 1976-77, National Consortium on  
Physical Education and Recreation for the Handi-  
capped

-Director, 1976-78, National Institute on Community  
Recreation for Handicapped - A Project Funded by  
The U.S. Bureau of Education for the Handicapped



Leisure Fulfillment for Handicapped  
and  
The White House Conference on Handicapped Individuals

Part I - The Conference

by

John A. Nesbitt

The White House Conference on Handicapped Individuals, May 23-27, 1977, provided the means whereby people who are handicapped could press their concerns before the President, the Congress, the Federal-State Bureaucracy and the American People themselves.

The Conference was mandated by Act of Congress in 1974. The White House Conference had as its purpose: 1) to provide a national assessment of problems and potentials of individuals with mental or physical handicaps; 2) to generate a national awareness of these problems and potentials; and 3) to make recommendations to the President and Congress which, if implemented, will enable individuals with handicaps to live their lives independently, with dignity and with full participation in community life to the greatest extent possible.

During the one-year period prior to the convening of the White House Conference, 56 state and trust territory conferences were held. Participants in these state and territorial meetings adopted 24,000 recommendations and resolutions that were forwarded to Washington, D.C. to create the agenda for the White House Conference. These state and territorial meetings also elected State Delegates who carried forward to the nation's capital the concerns, needs and aspirations of people who are handicapped at the local level.

The White House Conference on Handicapped Individuals was a major attempt by the Federal government to learn and understand the concern of 35 million handicapped persons in the United States. Eight hundred delegates from all over the nation and more than 1,700 observers attended the five-day Conference. Fifty percent of the delegates were handicapped; twenty-five percent were parents or guardians of handicapped; and the remaining twenty-five percent were professionals and others involved in the field of the handicapped. Equitable delegate representation was provided for all categories of disability and for all handicapped minorities.

Means were provided for the formation and verification of statements, position papers, resolutions and recommendations. The Conference staff distilled the 24,000 state level recommendations into a series of "issues/concerns/recommendations" presented in printed workbooks. In turn, the Delegates ranked these items. The collective ratings will be published. New resolutions were generated through the workshops and the state caucuses for adoption by the entire Delegate Assembly at the closing plenary session.

## The Conference

The Opening Session of the Conference was a highpoint. President Jimmy Carter and the Secretary of the Department of Health, Education and Welfare, Mr. Joseph A. Califano, Jr., cited recent advances and spoke from their hearts promising more progress.

The following is extracted from President Carter's speech.

"For too long handicapped people have been deprived of a right to an education; for too long handicapped people have been excluded from the possibility of jobs and employment where they could support themselves; for too long handicapped people have been kept out of buildings, have been kept off of streets and sidewalks, have been excluded from private and public transportation and have been deprived of a simple right in many instances just to communicate with one another.

"...I say to you tonight the time for discrimination against the handicapped in the United States is over.

"The Bill of Rights For Handicapped was spelled out in Title V of the Rehabilitation Act of 1973, and we are going to enforce the regulations that are specified in that bill. We are going to enforce the regulations that tear down the barriers of architecture and we are going to enforce the regulations that tear down the barriers of transportation.

"It is almost inconceivable, and it is a reflection on all of us in leadership positions that these basic rights have been delayed so long. These are not times for thanksgiving, but for a sustained demand and a time to assess other opportunities in the future.

"The civil rights of handicapped persons is not the only element of the laws that have been put into effect. We have more than 100 different programs in the Federal Government already for the handicapped. They are administered by many different agencies. There are a lot of different kinds of definitions for the handicap of the same person, and that means that many of you who have sought for a long time to take advantage of these programs which the Congress and my predecessors in the White House have passed have often had to go to four or five or six different agencies to get the simple treatment or opportunities which you deserve under the law.

"It is time for us to change that, and one of the very good benefits of the reorganization authority that Congress has now given me is to bring all of those programs for the handicapped together into one agency so you can understand them and take advantage of them.

"Your conference is important. You are intelligent, courageous leaders, but because you have experienced suffering and because you have overcome it, I think the recommendations that will be coming from you that will affect the lives of many millions of people now and in the future will have that same extra dimension.

"Our country needs you and I know that you will never disappoint those who look to you for leadership."

The following is reflective of the action-oriented character of the Conference. The next day, in response to President Carter's comments on coordination, Senator Jennings Randolph of West Virginia along with Senators Stafford of Vermont, Javits of New York and Williams of New Jersey introduced in the Senate a bill to establish a National Center for the Handicapped to serve as a central office to coordinate programs for the handicapped.

The Secretary of the U.S. Department of Health, Education and Welfare, Mr. Joseph A. Califano, Jr., spoke next saying,

"Last month, I signed a regulation implementing Section 504 of the Rehabilitation Act of 1973. As you well know, Section 504 prohibits discrimination solely on the basis of handicap against otherwise handicapped individuals, in programs receiving Federal financial assistance.

"The 504 regulation is a landmark in the quest of handicapped citizens for equal treatment, and it will be a fundamental guidepost to the new era of civil rights for the handicapped."

(See full text of speech, Appendix A.)

During the next three days, the Conference was addressed by a parade of national leaders such as Senator Jennings Randolph, Housing and Urban Development Secretary Patricia Roberts Harris, Education Commissioner Ernest L. Boyers, Veterans Administration Administrator Max Cleland, Department of Transportation Secretary Barbara Harris and A. Dean Swift, President of Sears, Roebuck Company.

#### Leisure, Recreation, The Arts

Among the 800 elected State Delegates attending the Conference, there were six known recreation professionals and board members. Of the 1,700 observers attending, recreation was represented by four full-time observers and six part-time observers. The Arts for Handicapped movement was represented by a number of delegates and observers. The Recreation and Cultural Workshops were attended by about 200 delegates and observers.

The part that leisure plays in the life of the person who is handicapped was an important aspect of the work agenda. The major features of the Conference dealing with leisure included:

- \*Major One-Day Workshop on Recreational Concerns.

- \*Major One-Day Workshop on Cultural Concerns.

- \*Artistic and Musical Presentations by People Who Are Handicapped

- \*Special Exhibits on the Mountwood Park for the Handicapped, West Virginia; the Children's Experimental Workshop (performing and applied arts training), Washington D.C.; Arts for the Handicapped Project, New York; and National Park Service, Washington, D.C.

Leisure is still often perceived as a secondary social need or problem by too many handicapped spokespersons, the public and service providers. However, recreational and cultural opportunity were among major social concerns addressed by the Conference. The other major social and special concerns included civil rights, severely and multiply disabled, attitudes, architectural accessibility, service delivery, minorities, transportation accessibility, veterans, communications, psychological adjustment, housing and aging.

The two one-day sessions dealing with leisure, that is the Recreation Workshop and the Cultural Workshop, dealt with a number of problems of definition, delivery, unmet needs and goals - but, all from a consumer point of view. There were 175 recommendations in the Recreation and Cultural Workshops prepared by the White House Staff based on the state and territorial recommendations.

These two comments are suggestive of those made by consumers in the Cultural and Recreation Workshops:

"Therapy is our work for the day. What we handicapped need and want is a cultural activity. We don't want more work or more therapy which we get plenty of."

"My two sons are mentally retarded and they want, and I want for them, the opportunity just to participate - not to have therapy, or education, or anything, but just to participate and enjoy."

The major action taken in those two Workshops was the adoption of a resolution which criticized the U.S. Bureau of Outdoor Recreation for its general inactivity in relation to handicapped and urged the Bureau to take on a substantive role in relation to the nation's 35-plus million handicapped. This was done on May 25. Within two hours, the new director of the Bureau, Mr. Chris Delaporte, appeared before the Workshop to discuss the issues that had been raised. (See Appendix C.)

The next day, May 26, following Mr. Delaporte's official swearing in as Director of the Bureau, he wrote the following to Joseph J. Margalis, Pennsylvania Delegate, Wilkes-Barre Recreation Board Members, and a member of the Recreation Workshop.

"As one of my first commitments, I would like your White House Conference on Handicapped Individuals to know that as Director I will be open, responsive and sensitive to your needs and desires.

"There will be specific action taken on all your recommendations."

Chris T. Delaporte  
Director  
Bureau of Outdoor Recreation  
U.S. Department of the Interior  
Washington, D.C. 20240

#### Civil Rights and the Handicapped

The Rehabilitation Act of 1973, P.L. 93-112 (and amendments, P.L. 93-516) is the "first Congressional Act protecting the rights of the handicapped." This law and the regulations that have been issued place the responsibility for assuring the civil rights of the handicapped squarely on the Federal government and the U.S. Department of Health, Education and Welfare. The 504 Regulation of the Rehabilitation Act of 1973 joins Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 as basic social efforts to assure that minorities experience equality of opportunity in our society. However, handicapped consumers and handicapped advocates must undertake a massive grassroots effort arrived at supporting the Federal law if we are to achieve the social progress envisioned in the law. HEW Secretary Joseph A. Califano, Jr.,



left no doubt that he truly understood and supported the law and the regulations that he had signed. It is unrealistic to believe that laws and regulations can be implemented based simply on Federal initiative. Handicapped consumers must go to work at the local level.

### New Coalitions

There were many new groups that came forward during the Conference. For example, the National Disabled Women's Caucus held its first major meeting at the Conference. The meeting was attended by 150 women (and a sprinkling of men) who discussed issues such as double discrimination in employment, housing, sex education, gynecological and obstetric care, bearing and raising children, consumerism, and advocacy. Major advances were made for disabled women by providing an opportunity for personal exchange among disabled women and the creation of a national communication network.

Other new groups that came forward included the Religious Caucus, headed by Harold H. Wilke of New York; the Child Non-White Caucus; and the Dissident Caucus that arrived in Washington with tags saying, "I'm Dissatisfied With This Conference."

### Legislation Discussed

A number of laws and regulations pertinent to recreation which affect the handicapped were discussed and/or criticized. Discussion focused on:

- \*Affirmative Action Obligations of Contractors and Subcontractors for Handicapped Workers. (See Appendix B.)
- \*Affirmative Action Obligations of Contractors and Subcontractors for Disabled Veterans and Veterans of the Vietnam Era.
- \*Proposed Regulation for P.L. 94-14., Education for All Handicapped Act.

### Progress Through the Conference

During the three work days, the various Workshops and the State Caucuses developed over 100 new resolutions and recommendations which were to be voted on at a final Plenary Session. However, due to the depth and complexity of the issues involved the Conference decided to take the resolutions back to their respective states for study and subsequent voting for or against by mail ballot. For some this was a disappointment - not bringing the whole matter to a dramatic close. Others saw this as a blessing - being forced to keep the wheels turning back home where it counts.

The White House Conference on Handicapped Individuals was a resounding success. Handicapped consumers and handicapped advocates truly had their day at the seat of the Federal government. They were attended to by the President and senior officials of the Administration. Elected leaders attended the Conference and welcomed delegates to their offices. They witnessed the Federal government responding.

Agencies, administrators and professionals listened and learned. The Delegates learned from one another and about one another. Many people said they saw more clearly the way ahead, how to proceed.

However, there were many points of disagreements among delegates and there was widespread dissatisfaction with the "Service Bureaucracy" (Federal, state and local government, voluntary agencies and the "professionals.") Many assistance programs seem to be degenerating rather than becoming better, more effective. Public prejudice, health care, housing problems, the economic squeeze, unemployment, barriers of all kinds, non-compliance with the "Law of the Land" - taken together these factors mean that beyond the difficulties and pain of daily coping with disease and disability, that being handicapped in our society predisposes a person to hundreds of problems - big and little - which greatly reduces his or her ability to live independently, to live in dignity and to participate in our society to the degree actually possible. Thus, while incredible gains have been made medically, scientifically, and socially, it appears that challenges and problems lie ahead of no less magnitude than those that are behind. Years of life, or life itself, have been achieved and recognition must be given to those who have, through their research and skills, made this possible. Now, the handicapped and their advocates must confront and overcome the attitudinal, economic and social quandaries that confront us.

This conference yielded new awareness and new insights. One thing that was brought about was a renewed awareness of the underlying goal of many delegates simply for self-determination.

#### Progress in Leisure and Recreation

Leisure, recreation and the arts had a distinct part in the White House Conference program. Appendix C reports major Recreation Workshop resolutions. Appendices D, E, and F report resolutions presented at the Open Forum. Appendix G reports a resolution adopted by the Dissident Group. Additional resolutions and statements related to leisure, recreation and the arts have been and will be formulated by various Conference bodies. To gain a full sense of the sentiments of the Conference one must read the final report which will be available in the fall of 1977. The report will contain all final resolutions and will be formally presented to the President and the Congress.

In various ways, the White House Conference represented many advances in leisure for the person who is handicapped. The Workshops on Recreation and Culture, the Workbooks on Recreation and Culture, the new Recreation Resolutions, the exhibits on parks, arts and play as well as the entertainment all served to demonstrate a growing awareness of the importance of leisure, the arts, recreation and parks and culture in the life of the person who is handicapped.

#### The Future

The following observations are made:

1. Based on the wide attention given to leisure, the arts, recreation and parks, play and culture, it is clear the nation's first White House Conference

on Handicapped Individuals perceived leisure fulfillment for the person who is handicapped as important. It is significant that comments and resolutions addressed the lack of programs and services and called for the initiation or expansion of programs.

2. Community recreation for handicapped, in the form of special outdoor recreation parks such as Mountwood Park in Parkersburg, West Virginia, the Recreation Center for the Handicapped in San Francisco, Special Arts Programs, Special Play Programs, etc., are being started in many communities.

3. The handicapped consumer and handicapped advocate wants equal opportunity for a normal leisure lifestyle, equal opportunity in leisure, and basic fulfillment or fun from leisure activity. The aims and methodologies of community recreation for handicapped are consistent with the leisure aims and needs expressed by the Conference Delegates.

4. Based on the Senate testimony and statements of national leaders such as Senator Randolph, Senator Culver, Senator Hatch, Senator Stafford as well as House Members such as Representative Harkin, Representative Flood and Representative Brademas and the tremendous deficits that exist, we can anticipate distinct, new Federal legislation and programs which address specifically and solely the 170 million daily hours of enforced leisure for handicapped.

5. The comments and the views of the handicapped and parent Delegates may herald a new era in recreation for handicapped. The traditional providers of leisure and recreation services, that is institutions/agencies and the professionals (such as activity therapists, recreational therapists, therapeutic recreation specialists, art therapists, dance therapists, music therapists, bibliotherapists, horticulture therapists, and so on as well as teachers, social workers, etc.) may have to reorient their philosophy in terms of a client-participant who wishes to pursue self-determination in leisure, who wants equal opportunity in leisure and who desires to live a normal lifestyle similar to and comparable to other people. Often, in the past, institutions/agencies and many professionals have delivered programs and services that were determined based on institutional, professional and administrative priorities rather than consumer priorities. This institutional approach may not be acceptable in the future.

6. Further, we can expect in the near future from the Federal government:

a) Actual planning, coordination from the Federal government through a designated agency such as the Bureau of Outdoor Recreation;

b) Increased attention and funding by Federal agencies and units such as Vocational Rehabilitation, Developmental Disabilities, Bureau of Education for the Handicapped, etc.;

c) A long range Federal plan for program, research, training, technical assistance and grants in aid so that handicapped may achieve leisure fulfillment, equal opportunity in leisure and a normal leisure lifestyle;

d) The enforcement of Federal regulations regarding accessibility to Federal recreation facilities and accessibility to recreation facilities in Federally supported institutions as well as Affirmative Action for employment of handicapped in America's \$200 billion annual leisure industry.

7. It is appropriate to consider in light of the White House Conference the philosophy and programs of agencies such as the Committee on Recreation and

Leisure of the U.S. President's Committee on Employment of the Handicapped, the National Consortium on Physical Education and Recreation for Handicapped and the U.S. Bureau of Education for the Handicapped program in recreation. FIRST, the philosophy and program of the COMMITTEE ON RECREATION AND LEISURE of the U.S. President's Committee on Employment of the Handicapped coincides closely with goals and expectations of Delegates who were consumers or parents. The Committee has been active in employment of handicapped in leisure service occupations, has been active in promoting leisure, recreation, park, cultural and play opportunities for children, youth and adults who are handicapped, and, very significantly, has taken the lead in Washington, D.C. in exploring the human and civil right to leisure of people who are handicapped. During the last year the Committee has conducted both a 'confrontation meeting' between consumers and providers of professional leisure services and a meeting on the human and civil right to public leisure opportunity. The Committee has been the foremost Federal agency in promoting and advocating recreational, cultural, arts, parks and play opportunity for handicapped children, youth and adults. Generally, the Committee's philosophy and program coincides with the philosophy, needs and desires of the Conference Delegates, the Conference's 175 or so recommendations and statements as presented in the Recreational and Cultural Workshop Workbooks, and resolutions and recommendations advanced by the Workshop sessions.

8. SECOND, the NATIONAL CONSORTIUM ON PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED is composed of individuals from some 40 colleges, universities and state and national agencies. All of these individuals are professionals actively involved in pre-service training, in-service training, research, demonstration and special projects. The organization is a relatively new one dedicated to exchange of professional information and the promotion of adapted physical education and therapeutic recreation service. The goals and program of the National Consortium are compatible with the aims and expectations expressed by the Conference Delegates. But, by no means does the National Consortium purport to represent handicapped consumers or parents and friends of handicapped. Thus, one might observe that the Conference points up the needs generally for a national effort, possibly a national organization, that would represent consumers, parents or guardians of handicapped and those with broad interests in the needs and interests of people who are handicapped.

9. The THIRD area to be touched on is the NATIONAL INSTITUTE ON COMMUNITY RECREATION FOR HANDICAPPED project as an example of projects funded by the U.S. BUREAU OF EDUCATION FOR THE HANDICAPPED. In general, a number of the special projects supported by the Bureau (the national Project Aquatics Mainstreaming conducted out of Longview, Washington with the assistance of the National Staff of the YMCA, the New Jersey State Demonstration of Statewide In-service Comprehensive Training in Community Recreation for Handicapped and so on) are highly compatible with the aims, needs and desires expressed in various ways by and through the White House Conference. For example, the National Institute on Community Recreation for Handicapped which we are conducting at the University of Iowa places primary emphasis on consumer models and consumer leisure competencies which lead to individual choice and self-determination in leisure by the person who is handicapped. It also emphasizes leisure advocacy models and new programs and services such as the Recreation Centers for the Handicapped in San Francisco and in Washington, D.C., the Mountwood Park for the Handicapped in Parkersburg, West Virginia, and so on.



Based on the strong support that the U.S. Bureau of Education for the Handicapped has provided for recreation training, research and special projects, it would appear that the greatest need at the present time is for greater awareness among consumer and advocacy groups of the gains that have been made through and by the Bureau.

10. It was dramatically shown through the White House Conference that the leisure and recreation needs of the nation's 35 million handicapped is 'low priority' on list after list. The leisure needs of the handicapped are on the 'low priority' list of every Federal agency - every single agency. The leisure needs of the handicapped are on the 'low priority' list of every national voluntary health agency - every one. And, the leisure needs of the handicapped consumers themselves and their parents or guardians are on the low 'low priority' list of every professional or rehabilitation organization. Only groups such as the National Wheelchair Basketball Association or the National Blind Golfers Association put leisure needs and aspirations of handicapped number one and these organizations do not deal, by definition, with the broad recreational, cultural and leisure needs of all 35 million handicapped - the unemployed disabled woman, the institutionalized person or the multiply or severely handicapped person. There is a need for a national organization which would serve the leisure needs and desires of handicapped consumers and advocates. If a guide were to be employed in establishing the composition of an organization such as an American Special Recreation Association, the formula might be similar to the one used by the White House Conference, i.e., 50 per cent people who are handicapped, 25 per cent parents and guardians of people who are handicapped, and 25 per cent people who are broadly interested in the field. There is no broad based national organization in the United States that champions the leisure needs, rights and desires (that is, leisure, arts, recreation and parks, play and culture) of people who are handicapped.

# HEW



# NEWS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

FOR RELEASE UPON DELIVERY (APPROXIMATELY 8:30 P.M.)

REMARKS OF

SECRETARY JOSEPH A. CALIFANO, JR.

AT THE

WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS

May 23, 1977

Good evening, and a very warm welcome to the White House Conference on Handicapped Individuals.

A White House Conference is a catalytic event -- one that focuses concerns and develops an agenda for action on matters of the greatest national importance.

Tonight you embark on this Conference with three vital goals:

- First, to provide a national assessment of the problems and the potentials of individuals with mental or physical handicaps;
- Second, to generate a national awareness of these problems which have meant that handicapped individuals have in the past been an oppressed minority, subject to unconscionable discrimination, beset by demoralizing

indignities, detoured out of the mainstream of American life and unable to secure their rightful place as full and independent citizens; and

- Third, to make recommendations to the President and to the Congress which, if implemented, will enable individuals with handicaps to lead proud and productive lives, despite their disabilities.

Too often, however, the promise of a White House Conference has not been realized after the hotels have emptied and the media have carried away their cameras and typewriters.

But I know that this Conference will be different.

I know it will be different, in part, because of the fine leadership provided to you by Henry Viscardi, Jr., Chairman of the White House Conference, and by Jack F. Smith, Executive Director of the Conference. They, and their many co-workers, have been sensitive to the strong demands from all of you here tonight, -- and from the millions of handicapped citizens whom you represent -- that the Conference emphasize practical, substantive issues that directly affect the lives of Americans with disabilities.

But the promise of this Conference will be realized for another, more profound reason.

We are now entering a new era of civil rights for the handicapped individuals of America.

And we will not turn back.

For too long, America's handicapped individuals have been victimized by demeaning practices and injustices. But now there is recognition that unjust obstacles to self-determination and fair treatment must fall before the force of law -- an understanding that the nation as a whole must end the shameful neglect of handicapped citizens and help translate many of their legitimate needs into legal rights and meaningful programs.

Last month, I signed a regulation implementing Section 504 of the Rehabilitation Act of 1973. As you know well, Section 504 prohibits discrimination solely on the basis of handicap against otherwise qualified handicapped individuals, in programs receiving federal financial assistance.

The 504 regulation is a landmark in the quest of handicapped citizens for equal treatment, and it will be a fundamental guidepost to the new era of civil rights for the handicapped. It calls for the following dramatic changes in the actions and attitudes of institutions and individuals who are recipients of funds from the Department of Health, Education and Welfare:

- All new facilities must be barrier-free, i.e., readily accessible to and useable by handicapped individuals.



- Programs or activities in existing facilities must be made accessible to the handicapped within 60 days, and, if no other alternatives --such as reassignment of classes or home visits --will achieve program accessibility, structural changes in the facilities must be made within three years. No exceptions to the program accessibility requirement will be allowed.
- Employers may not refuse to hire handicapped persons, if reasonable accommodations can be made by them to an individual's handicap and if the handicap does not impair the ability of the applicant or employer to do the specific job.
- Employers may not require pre-employment physical examinations and may not make a pre-employment inquiry about whether a person is handicapped, or the nature or severity of a handicap, although employers may make a pre-employment inquiry into an applicant's ability to perform job-related functions.
- Every handicapped child will be entitled to free public education appropriate to his or her

individual needs, regardless of the nature or severity of the handicap. In those unusual cases where placement in a special residential setting is necessary, public authorities will be financially responsible for tuition, room and board.

- Handicapped children must not be segregated in the public schools, but must be educated with the non-handicapped in regular classrooms to the maximum extent possible.
- Educational institutions and other social service programs must provide auxiliary aids, such as readers in school libraries or interpreters for the deaf, to ensure full participation of handicapped persons.
- All recipients of HEW funds must complete within one year a self-evaluation process, in consultation with handicapped individuals and organizations, to determine which of their policies and practices need to be changed to assure equal opportunity for handicapped Americans.

Section 504 and the 504 Regulation constitute a striking recognition of the civil rights of America's handicapped citizens, just as Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, and their companion regulations, are critical elements in the structure of law protecting the civil rights of racial minorities and women.

But we must now begin the process of making the new regulation a reality for handicapped Americans.

I pledge that this process will be monitored forcefully, fairly and expeditiously by HEW. There are firm timetables in the regulation. We should stick to them.

Let me briefly share with you some of the steps we have taken or will take to assure compliance with the 504 regulation.

We have an outstanding new team of leaders in HEW's Office for Civil Rights, headed by David Tatel, a distinguished attorney with broad civil rights experience.

We have begun work with the other Federal agencies and departments which will be issuing regulations similar to the 504 regulation and that will apply to all recipients of federal funds.

We have already begun last week to mail out 36,000 assurance of compliance forms to HEW recipients. These are

due back on July 5th. And, if we do not get a timely and adequate response, we will move immediately to enforce this requirement.

We will be ready to begin processing complaints brought under Section 504 by June 1st. Over 200 complaints have been filed with the Department.

We have prepared, and begun to distribute, braille and recorded copies of the 504 Regulation so that handicapped citizens can learn firsthand of their rights.

We have planned -- and will soon begin -- a major public awareness campaign that will inform handicapped individuals of their rights, recipients of their obligations, and the American people, including business and labor, about the striking new change in law. Schools should understand mainstreaming; colleges should learn about the program accessibility requirements; other recipients should understand how to restructure jobs; and myths about handicapped and disabled people must be dispelled. A manual explaining 504 will soon be ready for wide distribution.

We will develop a technical assistance unit to assist recipients in complying with important requirements like mainstreaming and program accessibility.

We have established a new position in the Office for Civil Rights -- the Deputy for Program Review -- who will work directly with the other divisions of HEW so that program officers include civil rights compliance requirements in their basic operations.



Through these and other measures, the Section 504 regulation can work.

But voluntary compliance, aided by deep involvement of handicapped citizens and groups, will make the regulation work far more quickly. If handicapped individuals, recipients, leaders in public and private life, and the Federal government can be guided by sensitivity, fairness and common sense, then the regulation can immediately become a charter of equal opportunity, not an invitation to litigation.

But ending discrimination is only the first step in assuring that handicapped citizens can assume their rightful role as participants, to the fullest extent possible, in American society.

As the next three days will demonstrate, the task of guaranteeing that handicapped individuals have equal opportunities in fact, and not just under the law, will require initiatives in many facets of our social and economic life.

For example, the Disability Insurance program, part of HEW's Social Security Administration, faces serious financial problems.

The program provides monthly cash payments to severely disabled adults who have work experience covered by Social Security. Four million disabled individuals and their families receive benefits from the Disability Insurance program. More than \$7 billion is paid out annually to these beneficiaries.

As you know, President Carter has recently sent Congress a proposal for restoring the sound financial status of the

social security system, and the most urgent priority in that package is restoring the fiscal integrity of the Disability Insurance program. Without the legislation which we are sending to Congress, the Disability Insurance Trust Fund would be in default in 1979, bankrupting the Disability Insurance program.

President Carter plans to correct the deficit in the Disability Trust Fund, not by adding to the tax burdens of the low-income worker, but by raising the wage base for employers and more equitably spreading the costs.

With your support, President Carter's proposals can ensure that disabled individuals covered by Social Security continue to receive cash benefits. Millions of handicapped Americans deserve to have their confidence in the Social Security system restored.

During the next few days, you will discuss and debate many issues that, like the health of the Disability Insurance program, are of great significance to handicapped Americans.

On Thursday, I hope to return to you and discuss the work of the Conference and where we go from here.

But for now I just want to stress the warmth of my welcome to you, to echo President Carter's strong words of support, and to thank you -- for the wisdom you will share with us and for the courage you have shown us, and all the American people.

# # # #

# U.S. Department of Labor Program Highlights



Consumer Information Leaflet No. 76-34 (ESA-10)  
FACT SHEET

June 1976

## FEDERAL EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS FOR HIRING AND PROMOTING THE HANDICAPPED

What are they? Section 503 of the Rehabilitation Act of 1973 prohibits most employers doing business for federal government from discriminating in employment against the handicapped. These employers must also take measures to hire and promote qualified handicapped persons.

Enforcement: Primarily by the Office of Federal Contract Compliance Programs, Employment Standards Administration.

### Coverage:

Employers. Those with a contract or subcontract with federal government for \$2,500 or more of supplies or services or use of property.

Handicapped. Persons who (1) have a physical or mental impairment which substantially limits one or more major life activities, (2) have a record of such impairment or (3) are regarded as having such an impairment. A handicapped person is "substantially limited" if likely to find difficulty in securing, retaining or advancing in employment because of handicap.

Affirmative action: Affected employers must take affirmative action to hire and promote qualified handicapped persons. Affirmative action measures cover the gamut of employment and personnel practices, such as recruitment, hiring, rates of pay, upgrading, demotion and selection for training.

Covered employers must include in each federal contract a section, set forth by regulation, called an affirmative action clause. This clause commits the employer to heeding federal requirements for hiring and promoting the handicapped.

Employers with a contract of \$50,000 or more and 50 or more employees must prepare and keep on file a written affirmative action program for each establishment. The programs shall be reviewed and updated annually.

Complaints: File personally or by authorized representative within 180 days from the date of alleged violation with Director, Office of Federal Contract Compliance Programs, U.S. Dept. of Labor, Washington, D.C.

This is one of a series of fact sheets highlighting U.S. Department of Labor programs. It is intended as a general description only and does not carry the force of legal opinion.

Further information: Available from local office of Federal Contract Compliance Programs, listed in most phonebooks under: U.S. Government, Department of Labor, Employment Standards Administration. See also Code of Federal Regulations, Chapter 60, Part 60-741 (published in Federal Register, April 16, 1976.

\* \* \*



BOR and the Handicapped Resolution (May 25)\*

The following resolution was adopted by the WHCHI Workshop IV Social Concerns (2), RECREATION:

WHEREAS, recreation and leisure opportunity and services for America's 35-plus million handicapped individuals have been assigned very low priority or no priority by Federal agencies, notably the Bureau of Outdoor Recreation, Rehabilitation Services Administration, the Commission on Aging, and the Office of Handicapped Individuals; and

WHEREAS, the Nationwide Outdoor Recreation Plan prepared by the Bureau of Outdoor Recreation purposely deleted rationale, planning, and attention to the needs of America's 35-plus million handicapped individuals; and

WHEREAS, the Plan sidestepped operational and fiscal responsibility by assigning this function to State and local governments; and

WHEREAS, these two actions are wholly inconsistent with the philosophy and responsibility exercised by the Federal government in other areas such as employment, education, health care, and social security; and

NOW, THEREFORE, BE IT RESOLVED THAT the Bureau of Outdoor Recreation shall immediately undertake the preparation of a revised Nationwide Outdoor Recreation Plan to meet the needs of America's 35-plus million handicapped individuals; and

BE IT FURTHER RESOLVED THAT the President of the United States of America mandate a report from all cabinet members on existing programs, their level of authorization, and their level of funding; and that a Plan be developed which will address the needs of the Nation's handicapped, that authorization/funding levels of programs and services, research, training, technical assistance, and demonstration programs be provided and that responsibility be assigned to the Bureau of Outdoor Recreation with the directive that other appropriate Federal agencies and commissions shall cooperate with the Bureau of Outdoor Recreation to achieve the goal of meeting the recreation and leisure needs of the total population.

The resolution was introduced by Calvin Jondle, Iowa Delegate, Waterloo, Iowa. Following the adoption of the resolution by the workshop session, delegates from the following states obtained copies of the resolution for their state caucuses; Alaska (Mark Oliger), California (Mickey Christiansen), Colorado (Janet Anderson), Delaware (Bonnie Fairchild), Florida (Sara Hurdle), Indiana (Norton H. Brown), Iowa (Calvin Jondle), Kansas (Kenneth Clark), Kentucky (Wilma VanLandingham), Louisiana (Perry Tillman, III), Maine (Jan K. Repass), Massachusetts (Franck Rebstad), Michigan (John Hogg), New Jersey (Patricia M. Shillingbury), New Mexico (Fred Shanks), North Carolina (Glen VanAndel), North Dakota (Ruth E. Erickson), Ohio (Myrtle McCland), Oregon

(Dennis Celorie and Terry Hooton), Pennsylvania (Joe Margalis), Puerto Rico (Iraida Cortes), Tennessee (Cloyd E. Little), Texas (Don Drewry), Virginia (Joseph F. Lytle, Jr.), West Virginia (Florence Merow and Ed Lehew), and Wisconsin (M. Lashook). A sufficient number of State Caucuses passed the resolution to have it placed before the Delegate Assembly for adoption by that body also. This additional vote will be taken by mail ballot of the State Delegations.

---

\*STATUS OF RESOLUTION

This resolution was adopted by a sufficient number of State Caucuses to the White House Conference to be among the 100 and more resolutions submitted to the Delegate Assembly for formal adoption by the conference at large. The resolution was among those printed and sent to the 56 State and Territorial Delegations for final vote.

Open Forum on Issues, Needs

Two special sessions were held during the Conference devoted to hearing reports, resolutions and statements on issues, unmet problems and needs. These sessions were held Tuesday and Wednesday, May 24 and 25. The following resolutions were introduced at the Open Forum sessions. Following the Conference, they are to be studied by the National Planning and Advisory Council to the White House Conference on Handicapped Individuals.

Leisure Equality for Handicapped Resolution (May 24)

WHEREAS, people who are handicapped do not have equitable access to the American leisure lifestyle, and which represent \$200 billion in Gross National Leisure Consumption annually; and

WHEREAS, people who are handicapped are not provided professional recreation service by 90 per cent of public recreation and park departments; and

WHEREAS, people who are handicapped are denied access to 90 per cent of the nation's local, state and national recreation facilities and parks; and

WHEREAS, leisure is a primary means of achieving personal fulfillment for millions of unemployed handicapped men, two million unemployed handicapped women and millions of handicapped employed only part-time; and

WHEREAS, people who are handicapped are entitled to equal opportunity for leisure fulfillment and are entitled to a normal leisure lifestyle;

THEREFORE, BE IT RESOLVED THAT the White House Conference on Handicapped Individuals urges the Congress and the President to take measures to assure to people who are handicapped that they achieve leisure fulfillment, that they achieve equal opportunity in leisure and that they achieve a normal leisure lifestyle.

---

\*STATUS OF RESOLUTION

This resolution was heard by an Open Forum Special Panel and submitted to the National Planning and Advisory Council to the White House Council on Handicapped Individuals. If adopted by the Council the resolution will appear in the report of the White House Council Conference on Handicapped Individuals.

Open Forum on Issues, Needs

Two special sessions were held during the Conference devoted to hearing reports, resolutions and statements on issues, unmet problems and needs. These sessions were held Tuesday and Wednesday, May 24 and 25. The following resolutions were introduced at the Open Forum sessions. Following the Conference, they are to be studied by the National Planning and Advisory Council to the White House Conference on Handicapped Individuals.

Recreation Facility Accessibility for Handicapped Resolution (May 25)

WHEREAS, the Public Hearings conducted by the Architectural and Transportation Barriers Compliance Board, October 20-21, in Boston depicted massive non-compliance with the legal right of the handicapped to access to recreation facilities;

THEREFORE, BE IT RESOLVED THAT immediate measures be taken to provide direct organized disabled consumer review of progress on compliance with the Rehabilitation Act of 1973, Sections 504, P.L. 93-142 and the Architectural Barriers Act of 1968, P.L. 90-480.

---

\*STATUS OF RESOLUTION

This resolution was heard by an Open Forum Special Panel and submitted to the National Planning and Advisory Council to the White House Council on Handicapped Individuals. If adopted by the Council the resolution will appear in the report of the White House Council Conference on Handicapped Individuals.



## Open Forum on Issues, Needs

Two special sessions were held during the Conference devoted to hearing reports, resolutions and statements on issues, unmet problems and needs. These sessions were held Tuesday and Wednesday, May 24 and 25. The following resolutions were introduced at the Open Forum sessions. Following the Conference, they are to be studied by the National Planning and Advisory Council to the White House Conference on Handicapped Individuals.

Federal Funding for Local Recreation for Handicapped Resolution (May 25)

WHEREAS, local community recreation and leisure programs and services, both urban and rural, are very limited or non-existent for people who are handicapped; and

WHEREAS, those new programs and services that are being developed on a trial basis rely heavily on non-local or state-federal funds; and

WHEREAS, state level funding, technical assistance and training in support of local recreation and leisure service for handicapped are virtually non-existent with but few exceptions; and

WHEREAS, Federal programs such as Vocational Rehabilitation, Developmental Disabilities, Bureau of Education for the Handicapped, Commission on Aging, and Social Security have provided precedent setting, but very limited funding for state and local recreation for handicapped programs and service;

THEREFORE, BE IT RESOLVED THAT the means be established to facilitate funding by the above cited as well as other appropriate agencies for recreation and leisure opportunity and services for handicapped; and

BE IT FURTHER RESOLVED that guidelines for the dispersment of such funds include an emphasis on encouraging consumerism and consumer groups, encouraging employment of handicapped in full-time and part-time roles and due consideration of assumption of fiscal responsibility by local authorities.

---

\*STATUS OF RESOLUTION

This resolution was heard by an Open Forum Special Panel and submitted to the National Planning and Advisory Council to the White House Council on Handicapped Individuals. If adopted by the Council the resolution will appear in the report of the White House Council Conference on Handicapped Individuals.

Federal Leisure Enfranchisement for the Handicapped Resolution (May 26)

An informal dissident group met during the White House Conference. Their meetings and activities dramatized the group's stand against oppression of handicapped, against prejudice towards the handicapped, against Federal and State bureaucracy, and against 'professional' and 'institutional' herding of handicapped. The following resolution was adopted by the dissident group as part of a general statement prepared and adopted by the informal group.

WHEREAS, the leisure needs of handicapped children, youth, adults and aged are largely ignored by medical, educational, social, vocational, recreational, arts and cultural services; and

WHEREAS, 35-plus million handicapped daily accumulate 170-plus million enforced, empty hours of enforced leisure per day, this in denial of leisure fulfillment, denial of recreation, parks, cultural and arts opportunity, denial of equal opportunity and denial of a normal American life style;

BE IT THEREFORE RESOLVED THAT measures should be taken by the President and the Congress to ensure that all Federal agencies and programs respond immediately to this massive disenfranchisement of 35-plus million Americans.

---

\*STATUS OF RESOLUTION

This resolution is part of the general statement that was prepared by the 'dissident group.' The entire statement was presented to the National Planning and Advisory Council to the White House Conference on Handicapped Individuals with the request that the statement be published as part of the overall Conference report.

## A Consumer Checklist for Community Recreation Services for the Handicapped

by Mr. Steve Leclair, Ms. Cynthia Pradon and Dr. John A. Nesbitt

### Program Policies and Goals

The questions in this area are designed to help analyze the ideological and administrative structures of a community recreation program in terms of its potential to serve disabled populations. At the base of the question are the goals of the organization that is offering the services. It is important that these goals be clearly stated so that the consumer can see if they are consistent with his/her needs. Beyond the general goals of the agency are the policies which directly influence service. The consumer must have a voice in the decision making process in order to ensure that the service is the best of all possible alternatives.

The actual administration of the program and services should be evaluated in terms of their efficiency and effectiveness. The consumer should be made aware of the funding of the program and assured that the expenditure of these funds is done in a manner that is consistent with his service needs.

The highest degree of consumer input is at the level of the board of directors. It is essential that the board consists of individuals who are both aware of the special recreation and leisure needs of the disabled and also are willing to express themselves, to advocate, in terms of action to improve services.

### Program Service

While still a new aspect, the first place to look at the actual service activities of community recreation for disabled populations is in the availability of leisure counseling/education services. While offering the actual program activities is extremely important, the opportunity for the consumer to explore his recreation and leisure needs is often an essential part of the program. To promote better self-understanding and to give the consumer every opportunity to satisfy the needs he/she has is an integral part of the recreation process.

Once a consumer's needs are delineated and a general outline of possible activities to meet these needs is arranged, it is obviously important that these activities be offered in the area. When they are offered there must be adequate information available that will allow the consumer to assess whether or not the quality of these activities is suitable.

When it is decided that the activities a consumer desires to be

involved with are offered in the area and that they are of adequate quality and flexibility to enable him to satisfy his needs now and in the future, the next step that must be taken is to ensure that the proper instruction is available and that the activities are modified adequately for his participation (if necessary).

Time is an extremely important factor to be aware of when looking at recreation and leisure programs and services. It is necessary to assess whether or not the activities are offered at appropriate times so that the consumer is able to participate.

Probably the most disregarded aspect of an evaluation of services and programs is the degree of consumer involvement in the actual planning of activities. Involvement in planning and decision-making tasks is both helpful to the consumer's self-concept and also provides much needed consumer input into the process of activity preparation.

#### Facilities and Equipment

It is essential that all buildings and equipment that will be utilized by the consumer in pursuit of his or her recreation goals are totally accessible in terms of any of the special needs of the consumer. By "totally accessible," we mean that there are not only ramps at the entrance, but the drinking fountains and toilets are also available and accessible. Beyond accessibility, the consumer should assess whether or not the buildings and equipment necessary for his successful involvement in the selected recreation activity are available and maintained to a sufficient degree that everything is safe, sanitary, and in good working order.

#### Personnel and Peers

Often times the most satisfying experience possible for someone involves contact with other people. To share excitement, joy, and just good fun with someone else can be a very worthwhile experience. On the other hand, relations with other people can be the sore spot of an experience as well. It is important that the relationships in a recreation center be positive ones for the sake of satisfying individuals' needs and also for the sake of having an over-all good experience at the activity.

These good relationships should be both staff-peer and peer-peer relationships. The consumer should come away from the recreation activity with a sense of personal as well as interpersonal satisfaction.

#### Ancillary Services

Two other points should be attended to when one evaluates the community recreation resources in his/her own area. The first point



is that there should exist some sort of directory of leisure services which would help the consumer keep abreast of the current and future activities in his area.

The second point is one which appears to be a nation-wide problem: transportation. The consumer must be able to reach the facilities where the recreation services are offered. Either personal, program, or public means are necessary to ensure that every individual has the opportunity to reach his intended destination.

#### The Consumer's Evaluation Instrument

An instrument that follows attempts to address the questions and demands that have just been outlined. The list of items is a limited one but it is quite inclusive in its scope concerning the general areas a consumer should be aware of in community based recreation and leisure services for the handicapped.

In order to utilize this instrument the consumer must look at each question and assess how important each one is in terms of his/her own needs and limitations. The instrument is designed to give the consumer an indication of the degree and quality of services offered in the surveyed area based on his/her own needs. There is no cut-off point where one can label the program or the services as "good" or "bad"; rather, the instrument should be used as a tool to assess general assests and deficits.

There are no questions that address "essential" topics for all consumers. However, some questions may be much more important for some people than for others (i.e., the whole area of architectural barriers for individuals in wheelchairs).

There are twenty-two (22) questions in the instrument, divided into five (5) sections: Program Policies and Goals, Program Service, Facilities and Equipment, Personnel and Peers, and Ancillary Services. The instrument may be used in its complete form or, for a quick view of a particular aspect of a program, the questions in one of the sections may be looked at. When one utilizes this survey it must be remembered that it should serve only to give general indications of program effectiveness in terms of the needs of the handicapped and should not be used as a definitive evaluation tool.

[illegible]

- [illegible]

[illegible]

- [illegible]

[illegible]

- [illegible]

|                                                                                                                                                                           | Yes | No | Lacks necessary information to comment |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----------------------------------------|
| (2) Is the appropriate equipment available and adapted so that it facilitates my successful participation in the respective activities.                                   |     |    |                                        |
| (3) Is the maintenance of the facility and all equipment adequate enough to keep everything in good working order, sanitary, and safe for all participants?               |     |    |                                        |
| <u>Personnel and Peers</u>                                                                                                                                                |     |    |                                        |
| (1) Does the leadership provided by the program adequately help me participate in such a way that my needs are satisfied?                                                 |     |    |                                        |
| (2) Is my interaction with the program staff a positive aspect of the whole experience?                                                                                   |     |    |                                        |
| (3) Is my interaction with the other participants a positive aspect of my own experience?                                                                                 |     |    |                                        |
| (4) Do the activities involve participants from the whole community rather than from just select groups?                                                                  |     |    |                                        |
| <u>Ancillary Services</u>                                                                                                                                                 |     |    |                                        |
| (1) Does there exist a directory of leisure services which enables me to keep abreast of current activities in my area?                                                   |     |    |                                        |
| (2) Is transportation available which will enable me to attend the various activities I am interested in? (either my own, coordinated by the program, or by public means) |     |    |                                        |

## Creative Arts Model

By Dr. Scout Lee Gunn and Mrs. Ilene Kasson Ackner

### Introduction

The term "model" refers to "...the typical way in which a profession or discipline studies and organizes data and devises action plans relative to its domain of concern."<sup>1</sup> It is, therefore, important in discussing any model to identify the theoretical base, basic assumptions, and operating principles.

### Theoretical Base

While it is true that much is said about the importance of leisure pursuits to the lives of handicapped individuals, little has been done to develop on-going community-based programs which prepare handicapped citizens to deal creatively with leisure. It appears that the majority of time and resources have been spent developing various outdoor recreation program, after school programs, sports programs, and weekend special events. However, few attempts have been made to foster and preserve the development of excellence in creative arts for handicapped persons.

Dramatic changes in education of handicapped are taking place:

- Legislation now mandates equal opportunity in all areas of education in least restrictive environments.
- This implies increased skills and interests on part of handicapped and rehabilitation at a higher level; but, rehabilitation for what?
- We must insure continued opportunity in community for art appreciation and expression through:
  - Community recreation
  - Public and private facilities - art galleries, museums, theaters, gardens, festivals, etc.
  - Commercial facilities
- Educators now know art plays important role in general learning of handicapped because it:
  - Improves perceptual skills
  - Increases quality and quantity of responses to stimuli
  - Develops manipulative skills
  - Improves ability to generalize from perceptions and responses

In addition to the practical aspects of Creative arts, it is also felt that there is a need to bring beauty and self-awareness into the lives of the handicapped. They have equal right to experience the joy of creativity through the arts. They have a right to



develop their creative talents as do other artists. Handicapped individuals indeed have a normal probability of being creative and talented and must be granted every opportunity for self-discovery and development through the arts.

We often wonder how many other Ray Charles, Trini Lopez, Stevie Wonders lie dormant in constricted, unrewarding, unmotivated environments? It is possible that abilities of handicapped could supercede those of the average person. We note:

- The flexibility of mongoloid children personified and glorified through dance and creative movement
- The well trained hearings of the blind
- The sharpened sight of the deaf

The creative Arts level for the Handicapped is

Purpose: To increase participation in and appreciation of the creative arts by people who are handicapped.

Goal 1: To enable handicapped persons to develop and acquire practical skills in the visual and/or performing arts.

Goal 2: To expose/introduce handicapped persons to community resources for arts participation and appreciation and teach them how to utilize the resources.

Goal 3: To prepare public, private, and commercial community-based arts agencies and organizations to serve handicapped persons.

Goal 4: To facilitate accessibility and use of all facilities by the handicapped.

#### Arts Education Activities

##### 1. Fine arts

- painting
- drawing
- water color
- sculpture
- print making
- photography
- film strips
- movies
- other

##### 2. Crafts

- ceramics

- pottery
- jewelry
- leather
- macrame
- beadwork
- woodwork
- metalwork
- batik
- weaving
- needlepoint
- rug hooking and braiding
- crewel
- paper crafts
- floral crafts
- other

### 3. Dance

- square
- social
- folk
- modern
- ballet
- ethnic
- creative

### 4. Music

- instrumental
  - individual
  - group
- vocal
  - individual
  - group
- creative
- song writing

### 5. Drama

- creative (improvisational)
- skit/scene/play
  - original script
  - existing script
- puppetry
- readings (poetry/prose)
- costume design and production
- stage crafts

## Operating Principles

These are the fundamental operating principles:

1. That handicapped persons who are able to participate in existing community arts programs and who will benefit from said participation should be.

2. That handicapped persons who are not capable of integration should be provided with specialized arts programs designed in accordance with their needs, interests and levels of ability and not limited to those which emphasize arts appreciation and arts education.

#### Arts Appreciation Activities

1. Visits to
  - museums
  - exhibits
  - festivals
  - auctions
  - theatres (legitimate, community, backstage)
  - ballet
  - opera
  - other
2. Slide presentations
3. Listening to records
4. Films
  - viewing
  - critiquing
5. Guest speakers
  - museum curator
  - little theatre director
  - other

#### Basic Assumptions

The following are the basic assumptions:

1. Handicapped persons are equally capable of participating in the creative arts.
2. Participation in the arts provides the handicapped individual with an opportunity for self-expression and personal communication.
3. Handicapped persons are typically denied or deprived of participation in public, private, and commercial arts programs.
4. Handicapped persons have the right to participate in and have access to arts programs sponsored by public, private, and commercial organizations and agencies.
5. That facilities which house arts programs should be physically and financially accessible to handicapped persons.
6. That competition is not a necessary component of creative arts/models.

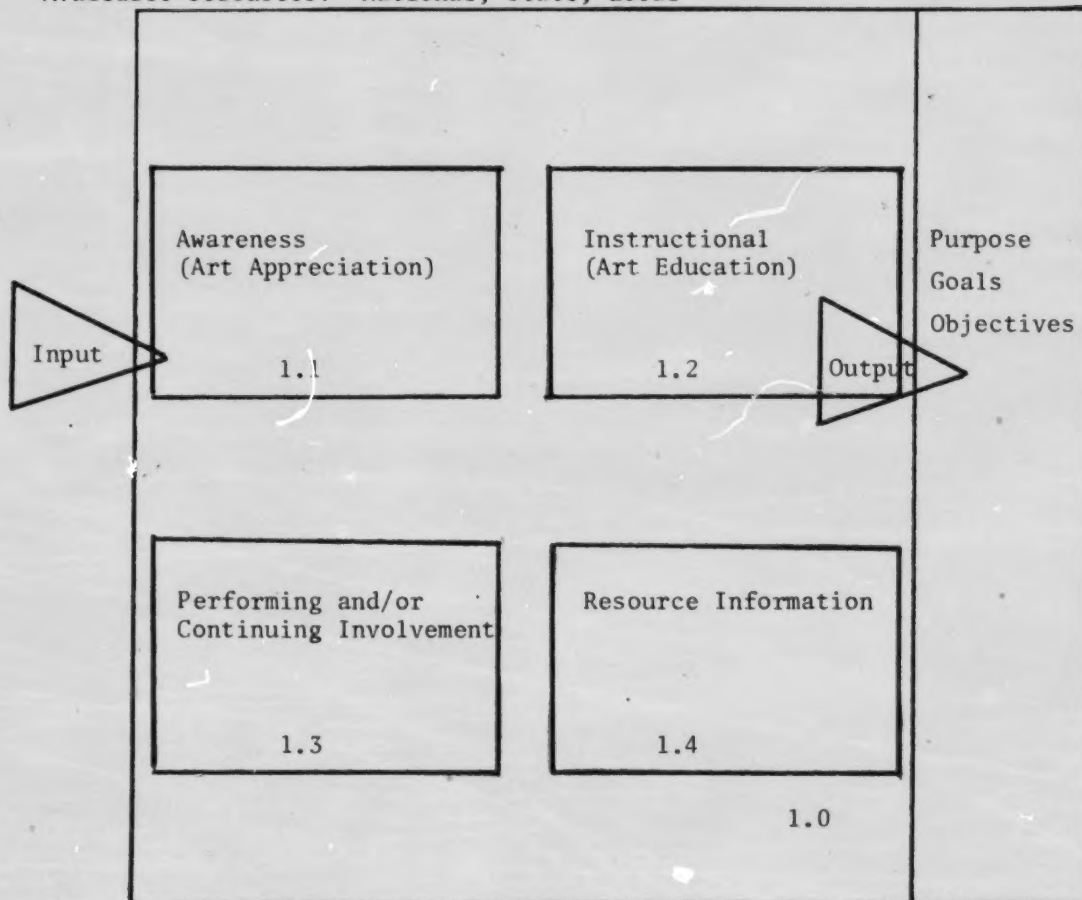
## CONTENT MODEL FOR THE CREATIVE ARTS

THEORETICAL BASE:

BASIC ASSUMPTIONS:

OPERATING PRINCIPLES:

Available resources: National, State, Local



Input:

Federal: U.S. Bureau of Education for the Handicapped, U.S. President's Committee on Mental Retardation, White House Conference on Handicapped Individuals

National: The National Committee: Arts for the Handicapped  
Joseph P. Kennedy Jr., Foundation  
Alliance for Art Education  
National Association for Retarded Citizens  
National Endowment for the Arts



STATE: State Alliances for Art Education  
State Park and Recreation Societies (Therapeutic Recreation Sections)  
State Associations for Retarded Citizens ("Very Special Art Shows")

\* Most well known programs have been individual efforts. Now need state wide and nation-wide efforts to promote set for handicapped.

LOCAL: Brooklyn Museum - Sensory for Blind  
Conservatory for the Performing Arts in Birmingham, Michigan  
Chicago, Dream Theater - Elderly  
CAMPAS - St. Louis - Art, Music, Theater for Elderly  
Performing Arts Training Center - Southern Illinois University - Elderly  
Kimbell Art Museum - Fort Worth, Texas - Totally accessible for physically handicapped  
St. Andrew's Presbyterian College - Physically handicapped major in music, painting, fine arts, literature, drama, and theater  
Arrowmont Crafts School in Gatlinburg, Physically handicapped  
Mary Duke Biddle Gallery for Blind in Raleigh, North Carolina  
Career in Art for Blind at Philadelphia Museum of Art  
St. Louis Braille Foundation for Blind Museums  
Los Angeles Junior Arts Center - Integrates deaf with normal  
Music at Toronto's Metropolitan School for the Deaf  
Architecture at Learning Center for Deaf in Massachusetts  
Deaf - O'Neill Memorial Theater Center in Waterford, Connecticut  
Rigorous Art program at Orange Canove Center for the Retarded in Chattanooga, Tennessee  
The Southwest Iowa Learning Resources Center pioneered projects in media of career arts for the retarded  
Broadway's O'Neill Theater Center in New York Showboat Performing Arts for Retarded  
Pasadena Art Workshops sponsor special courses for Learning Disabled  
New York's Walden School for Emotionally Disturbed has intensive art programs  
Hospital Audiences Inc. sponsors outreach programs to institutionalized and homebound  
San Francisco Recreation Center for the Handicapped has intensive set program for multiplex handicapped

## CONTENT 1.0

- 1.1 Awareness (Art Apprehension)
- 1.2 Instructional (Art Education)
- 1.3 Performing and/or Continuing Involvement
  - 1.1.3 Special Programs
    - \* Commercial
    - \* Private
    - \* Municipal
    - \* State
  - 1.3.2 Integrated/Mainstreamed Programs
    - \* Commercial
    - \* Private
    - \* Municipal
    - \* State
  - \* Implies:
    - Community Education - Awareness
    - Training Workshops
    - Accessibility
- 1.4 Resource Information
  - 1.4.1 Individual counseling
  - 1.4.2 Mass Media - Newspaper, radio, TV
  - 1.4.3 Written materials/brochure

OUTPUT: Purpose  
Goals

### Implementation Strategies:

- 1. Conceptualization
  - \* Numbers and types of disabilities
  - \* Needs of people
- 2. Investigation
  - \* Available Resources
    - Agencies, Organizations: National, State, Local
    - Training materials available
    - Facilities available
    - Funding available
    - People/staff available

3. Analyzation
4. Determination
  - Long-Term goals
  - Short-Term goals and objectives - Most feasible
  - Course of Action
    - \* Resource List to state park and recreation society's
    - \* Mini-conference at National Recreation and Park Association congress
    - \* Mini-workshops at state convention
    - \* State regional training workshops in the creative arts
5. Design implementation guidelines for local groups  
(may include resources to contact - i.e. schools) etc.
  - \* Assessment and evaluation tools
6. Implement Programs
7. Evaluate Programs
8. Revise and copy again

### Cultural Festival for the Handicapped

by Ms. Helen Jo Mitchell Hillman, Dr. John A. Nesbitt  
and Mr. Paul V. Hippolitus

In recent years at the Annual Meeting of the President's Committee on Employment of the Handicapped local groups of handicapped people displayed their recreational and cultural pursuits to the more than 4,000 people attending the convention.

The event has been coordinated annually by the Washington, D.C. Department of Recreation in cooperation with the Committee on Recreation and Leisure of the President's Committee. The purpose of this Festival has been to provide handicapped people with a recreational outlet and to promote its utilization among other handicapped people.

Various exhibit booths have been developed and manned by several local private and public recreation programs for the handicapped from across the city. On display have been group's paintings, drawings, sculptures, craft works, and programs such as Scouting for the Handicapped.

Also, many of the handicapped people participating in the Festival staged performances to the delight of the convention attendees. The entertainment has included dance skits by disabled children, a gymnastic exhibition by handicapped youths and singing by handicapped adults.

The programs have also included Festival participants conducting live demonstrations in arts and crafts work. Several exhibit booths featured "how to do it" lessons in decoupage, sketching, painting and fitness. Those attending the Festival were not only taught how various art objects are created but also have learned how handicapped people like a blind sculptor, a no arm painter and a mentally retarded craftsman are able to create and recreate.

Reprinted by permission of the Committee on Recreation and Leisure  
of the U.S. President's Committee on Employment of the Handicapped



This Annual "Cultural Festival for the Handicapped" conducted during the Annual Meeting of the President's Committee has proved so successful in providing and promoting recreational activities for handicapped persons that the Committee on Recreation and Leisure feels compelled to pass on this experience in this special Newsletter. Readers may consider the cultural festival's potential for use with their groups or organizations.

Rationale: The purpose of the Cultural Festival is to demonstrate to the handicapped and the general public that handicapped people can live a full, productive, satisfying, and socially meaningful life regardless of their disability and within the context of a modern complex society. By engaging in cultural activities such as fine arts, crafts, drama, music, outdoor recreation, and recreational sports, individuals who are handicapped enhance their self-esteem. They and the general public are made more aware of their abilities, rather than reminded of their limitations.

In more specific terms, the Cultural Festival provides the handicapped individual with an exciting forum within which he or she may participate in the cultural, recreational and leisure lifestyle of American society. The importance of this participation is magnified when we realize the low level of normal recreation opportunities that exist among handicapped people.

In addition, the Cultural Festival concept makes handicapped people more aware of the cultural and recreational activities available to them. Arranged properly, the Cultural Festival is an exhibit of persons engaged in arts and crafts work, music, drama, and other recreational activities. They're all on display, all promoting their participation.

Thus, it may be concluded that a Cultural Festival of the Handicapped accomplishes three objectives: 1.) It demonstrates to handicapped persons and the general public their ability to live a socially meaningful life; 2.) It provides handicapped people with an opportunity to participate in cultural activities; and 3.) It promotes recreation participation by handicapped people.

The Following Guidelines Grew Out of This Project:

Organization: First, once the decision is made to conduct a Cultural Festival of the handicapped, call together a group of people who may be interested. This group might consist of handicapped spokesmen, teachers, voluntary health organization representatives, and local recreation and park personnel. Discuss with them the value of a Cultural Festival of the Handicapped and establish their interest in participating in such a project. Next, survey these individuals to determine what is already being done in the way of wheelchair games, special olympics, art shows, dramas, outdoor recreation projects, etc. If preliminary interest is present among the group, form a Festival Committee. In the beginning the Committee may consist of only a few groups but it will provide valuable leadership and continuity to the effort.

Once in operation, the Cultural Festival Committee's first concern should be to recruit other groups that would be interested in participating in the Festival. The Committee will want to locate the organizations that are capable of providing the Festival with the talent necessary to develop recreational exhibits, demonstrations, and performances. The Committee should begin by contacting local VA Hospitals, occupational training centers, municipal recreation programs for the handicapped, schools for handicapped children, and local chapters of voluntary health organizations, including Easter Seal Society, National Association for Retarded Children, National Association of the Physically Handicapped, American Foundation for the Blind, National Association of the Deaf, and others. Most of these groups have recreation programs for the handicapped and should be able to provide the Festival with resources and materials necessary to conduct an interesting and well rounded affair.

Also, representatives of the professional state recreation organizations may be contacted. These include state affiliates of the National Recreation and Park Association and the American Association for Health, Physical Education and Recreation. Both have specialized efforts in recreation for the handicapped and will be interested in participating in the event.

In addition, look towards the local colleges' and universities' Recreation Departments for assistance. Some of their students specialize in recreation for the handicapped and are a potential source of volunteers. And, finally, contact the State Governors' Committees and local Mayors' Committees on Employment of the Handicapped. Each of the fifty states has a Governor's Committee and over 1500 cities and towns have a Mayor's Committee on Employment of the Handicapped. By acquainting them with your intended project you will be able to benefit from their local contacts and technical assistance including publicity. In short, talk to every group, agency and organization interested in the handicapped, with the approach "they can't help if we don't ask".

Location: After the recruiting of talent for the Festival has been reasonably completed the next item for the Festival Committee to resolve is where to hold the event. Consideration should be given to holding it independently. However, if you are working under financial limitations, the Cultural Festival might be combined with an already planned meeting or event. For example, you may consider tying the event in with a local convention.

Each year literally thousands of conventions take place. Many of them, particularly those by voluntary health organizations, civic organizations, state and local professional recreation societies and committees on employment of the handicapped should be interested in providing exhibit space for a Cultural Festival if presented with the idea. Also, you might be able to include your Cultural Festival with an already planned special olympics, wheelchair games or a municipal recreation function. Many possibilities exist for cooperation and each should be considered and officials of the event approached with the idea.

When contacting these organizations with a proposal to conduct a Cultural Festival for the Handicapped during their convention or event, it's always wise to emphasize the festiveness of this type of an activity and its crowd appealing qualities. The planners of these events, particularly those planning conventions, are always interested in any new and exciting ideas that would make their meetings more attractive to the attendees. A Cultural Festival will surely do just that. Finally, be certain that wherever the Festival is to take place the site is accessible to physically handicapped people. Nothing could ruin the whole affair more quickly and completely than architectural barriers.

Content: Once the Festival Committee has interested groups to participate in the Festival and it has found a place to conduct the affair, the Committee can then begin the more precise business of writing, staging, and directing the Festival itself. During this procedure the Committee must be forever mindful of the three-fold purpose of the event and translated these objectives into a representative balance of cultural activities and disabilities. By doing this, the Festival will appeal to as many interests and disabilities as possible.

The first step in this phase is to learn precisely what resources are available. The Committee participants and sponsoring convention representative should visit the site where the Festival is to take place, make notes of space restrictions, power capacities, lighting, microphone outlets, performing areas (always leaving plenty of room for an audience), and time restrictions.

After completely understanding the space and time limitations under which the Festival must operate, the Committee should next meet with all potential participants and develop exhibit booths, demonstration periods, and a performing schedule. Again, attempt to achieve a balance of persons with various disabilities, participating in various recreational pursuits. In addition, strive to entertain the audience by including live performances in singing, drama, gymnastics, and live demonstrations in arts and crafts work. The static exhibits should include paintings, drawings, decoupage, sculptures and needlework; all done, of course, by handicapped people. Be careful to avoid professionalism by tempering superior works with more amateurish ones; otherwise, the products on exhibit may discourage rather than encourage other handicapped people to try their "hand" at it. Finally, spice up the content of the Festival by introducing financial incentive to the participants. Attempt to gain the sponsoring organization's permission to sell some of the arts and crafts works on display to the convention attendees if your Festival is cooperating with another activity. By doing this, the handicapped artists are encouraged with the prospect of making a modest amount of money and the attendees are more inclined to browse around and, probably, find a bargain.

Promotion: With all the events and exhibits of the Festival organized, the next step is to promote the event by publicizing it. Begin by developing a press release on the Festival along the lines of the story presented at the beginning of this newsletter. Next, distribute the release not only to the local television and radio stations and newspapers, but also to groups of handicapped people and those interested in the problems of handicapped people.



Also, publicize the event wherever items about the convention are publicized -- in the advance announcements, program, during the general session of the convention, and with posters. In addition, posters can also be used by the participating organizations and individuals to carry the message to their membership and friends.

Finally, the Festival Committee may want to publish a calendar listing the yearly cultural, recreational and sports activities of all organizations working for and with the handicapped. This calendar can be circulated among other organizations and the general public, providing excellent promotional exposure to all cultural events of the handicapped in the area, including your Cultural Festival.

Execution: An entertaining and effective Festival will depend, primarily, on the amount of preparation done before the actual day arrives. Unforeseeable problems will surface and can be solved if certain precautions are taken. For example, if performing events are planned, draft a script and rehearse the acts at least once or twice. Also, conduct at least one full-scale dress rehearsal of all the events together. This will familiarize everyone with their place in the Festival and, thereby, increase everyone's self-confidence in the event. In addition, review the exhibits and participants to insure a good representation of cultural activities and disabled conditions.

Also, be sure to enlist the aid of a sufficient number of volunteers to help in the setting up and dismantling of the exhibits, props, etc. The more people on hand to help, the easier the work will be for all.

Finally, on the day of the Festival be sure to encourage all participants and volunteers to assume a "festive" spirit. Their conviviality will help to set the tone of the event and help to reinforce everyone's belief in the humanistic value of recreational and cultural activities.

Long Range Goal: The Committee on Recreation and Leisure is pleased to pass on to you the idea of a Cultural Festival of the Handicapped. In addition to considering this idea for execution in the near future, you may also consider its potential during the upcoming American Revolutionary Bicentennial celebration being planned in many cities across the Nation.

In order to help plan for this possible eventuality we would be pleased if you would complete the enclosed reporting form for our future use. In addition, we will use the completed form to help publicize your event in our publications. Finally, if you should require additional information on this concept, please write to us at this address: Secretary, Committee on Recreation & Leisure, The President's Committee on Employment of the Handicapped, Washington, D. C. 20210.



REPORTING FORM

Detach and mail to: Committee on Recreation & Leisure, The President's  
Committee on Employment of the Handicapped, Washington, D. C. 20210

If you conduct or participate in a "Cultural Festival of the Handicapped"  
please fill out this reporting form so that we may document your experience.

1. Date and location of Festival and name of coordinating organization:

2. Copies of announcement of Festival or any other publicity type  
material concerning it. Also any photographs of Festival:

3. Describe content of Festival including both static exhibits and  
live performances:

4. Was the event "piggy backed" with an already planned event or  
convention? \_\_\_\_\_. If so, identify the affair.

5. How many handicapped people participated in Festival? \_\_\_\_\_;  
and how many people attended? \_\_\_\_\_.

6. Will this activity be continued in the future? \_\_\_\_\_. If yes,  
please give us approximate dates so we may list it in our publica-  
tions.

7. What was the most successful feature of the Festival?

8. Other comments....

NAME: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

A Definition of "Defined Deliverables" for Leisure Assessment  
and Planning in Relation to P.L. 94-142, the Education for  
the Handicapped Act

by Dr. Joe Teaff

Activities concerned with the assessment of leisure skills and interests in such areas as art, music, drama, dance, sports, aquatics, outdoor recreation, social recreation, and voluntary organizational participation; development of a leisure plan concerned with leisure skill acquisition and/or actualization of leisure interests; development of a leisure participation schedule planned with the child, teachers, parents and others in order to take advantage of community based mainstreamed leisure services or special leisure services planned for the handicapped; development of a transportation and personal supervision plan for each handicapped child; and development of procedures for periodic reassessment and updating of plans and schedules in accordance with client needs and available services.

"Implementing the Recreation Dimension of Public Law 94-142"

by

John A. Nesbitt, Professor and  
Project Director  
National Institute on New Models for Community Recreation  
for Handicapped\*\*  
Recreation Education Program  
University of Iowa  
Iowa City, Iowa

Presented at the

WORKSHOP ON RECREATION AND PUBLIC LAW 94-142

Sponsored by

Colorado Therapeutic Recreation Society  
President, Ms. M. Lynn Thompson

Organized by

Ms. Sandy Thomas  
Chairwoman,  
Task Force on Community Recreation for Handicapped and  
Coordinator of CTRS Activities Related to P.L. 94-142

Hosted by

Ms. Judi Persoff  
National Jewish Hospital  
Denver, Colorado

December 9, 1977  
Denver, Colorado

\* Public Law 94-142, Education for the Handicapped Act

\*\* The National Institute on Community Recreation for the  
Handicapped is a project funded by the U.S. Bureau of  
Education for the Handicapped, Project Officer, Mr.  
William A. Hillman, Jr.

## Introduction

I wish to express thanks to the Colorado Therapeutic Recreation Society and Jewish National Hospital for the opportunity to make this first presentation of the monograph, "Educating the Handicapped Child for Leisure Fulfillment" and for the opportunity to present the paper, "Implementing the Recreation Dimension of Public Law 94-142." In particular I wish to express appreciation to the organizers of this workshop, Ms. Sandy Thomas, Ms. M. Lynn Thompson and Ms. Judi Persoff.

Speakers usually express gratification at being in a given city. In that vein, let me say that it is a pleasure to be here in Denver and Colorado. But, in saying this let me make clear that this is not simply a polite gesture. Over the last five years, Colorado and Denver have come to have special meaning for me and for the development of recreation for handicapped children and youth.

In 1972 the city of Denver was the host city for a major conference on the development of competency based instruction in therapeutic recreation service and adapted physical education sponsored by the U.S. Bureau of Education for the Handicapped.

In 1974 a national conference on professional preparation in therapeutic recreation service for handicapped children was held here in Denver in conjunction with the National Recreation and Park Association annual congress.

In 1974 the Love Publishing Company of Denver published the first monograph on Recreation for Exceptional Children. This was the first such publication directed primarily to special educators.

In 1976 the Colorado Therapeutic Recreation Society was host for the first in-service training session conducted through the National Institute on Community Recreation for the Handicapped. The training program was conducted at the annual meeting of the Colorado Park and Recreation Society.

In 1976, also, the Colorado Therapeutic Recreation Society established the nation's first State Task Force on Community Recreation for Handicapped in cooperation with the National Institute on Community Recreation for the Handicapped and during the year that followed this task force undertook many innovative activities of benefit to Colorado as well as performing demonstration of program development of importance to the entire nation.

Now, as 1977 draws to a close, the Colorado Therapeutic Recreation Society has taken the leadership in conducting the first state workshop devoted exclusively to recreation as a dimension of Public Law 94-142.



Thus, Colorado and Denver have important connotations for me in terms of innovation, program development, dissemination of information and curriculum development. I have many reasons to hold the professionals here in this state in high esteem. I would say only, "keep up the good work." And, please be assured of my continuing interest in being of assistance.

#### Summary of Presentation

##### PART I - The Monograph

Information covered in Part I of the presentation was based on the following publication:

Nesbitt, John A. Educating the Handicapped Child for Leisure Fulfillment: An Interpretation and Preliminary Model Plan for National, State and Local Delivery of Recreation Service for Handicapped Children in Relation to Public Law 94-142. Education of the Handicapped Act. Iowa City, Recreation Education Program - THE UNIVERSITY OF IOWA, 1977. 132 pp.

Educating the Handicapped Child for Leisure Fulfillment is a special publication prepared through the National Institute on New Models for Community Recreation for the Handicapped. The National Institute is a special project funded by the U.S. Bureau of Education for the Handicapped conducted by the Recreation Education Program of The University of Iowa, Iowa City, Iowa.

The project staff includes: Project Director, Dr. John A. Nesbitt, Project Assistant, Ms. Carla Caudill and Research Assistants, Ms. Sue Flood and Ms. Cynthia Pradon. The BEH Project Officer is Mr. William A. Hillman, Jr.

##### Part II - Assumption and Problems

For many years, I have pursued the proposition that Federal funding for recreation for handicapped was an absolute necessity to the creation of equal opportunity in leisure for handicapped children, youth and adults. This simply follows the experience of other nations as well as the United States in delivery of medical, vocational and educational services to handicapped. Generally, local services have followed the provision of Federal services. Thus, means must be found of obtaining Federal funding for local recreation service for handicapped.

Over the last 10 years we have made more progress through the Bureau of Education for the Handicapped and through cooperation with special education than in the previous 20 years.

### Problems

The problems we confront in advancing recreation's role and function in 94-142 are the following:

1. General lack of awareness and experience in special education about recreation and therapeutic recreation service.
2. Specific lack of background and understanding of the recreation service that is authorized in 94-142, to what purpose recreation is provided and what the outcomes will be.
3. Bureaucratic resistance to the initiation, expansion or improvement of a new dimension of service.
4. Fiscal limitations and generally the assignment of recreation to low or no priority status.
5. General lack of understanding or awareness of local recreation practice and delivery of recreation service for handicapped children.
6. Lack of recognition by State Education Agencies and Local Education Agencies of the "qualified" status of therapeutic recreation personnel (similar to physical therapy, school social work, school rehabilitation workers, etc.)
7. Lack of SEA and LEA policies and practices providing for contracting with recreation, park and leisure service organizations and agencies and therapeutic recreation service personnel.
8. The failure to establish the role of recreation in 94-142 state plans, regulations and so on.

### Part III - Comments on Implementation

Those of us in recreation for handicapped must be sympathetic to the range of problems that are being confronted by State Education Agencies and Local Education Agencies. First, there are major impediments in the preparation, adoption and submission of state plans to the Federal Government. The problems confronted in each state are different. Second, each state is confronted with a number of barriers in dealing with the "related services". Finally, for many states recreation for handicapped and therapeutic recreation service are new service delivery areas. We in recreation must understand the problems that are being confronted and work to provide the assistance that is needed at the present time in working out plans for the inclusion and delivery of recreation and leisure services.

Initially, some states are relating primarily to the limited new funds that are made available in the initial year of implementation. It is desirable that we all look to the second and third year's implementation and beyond in terms of the funding levels that will be available when the law is more fully in effect. Hearings have been held in Washington, D.C. relative to this problem and, hopefully, modifications can be made quickly which will facilitate funding and program development. However, in terms of philosophy and methodology and the anticipated results in terms of education of the nation's eight million handicapped children and youth, the Rules and Regulations as they stand are a superb result. Dr. Martin and the BEH Aid to States Branch Staff, Dr. Daniel Ringleheim, Mr. Tom Irvin, and Ms. Nancy Treusch and many BEH Staff members are to be commended. The Bureau was equal to the challenge and opportunity of preparing the Rules and Regulations.

In Colorado, it is important that negotiations be carried on as soon as possible with the State Education Agency and Local Education Agencies on recognition of Colorado therapeutic recreation service registration procedure as the appropriate means of recognizing "qualified" personnel. The Colorado registration procedure coincides with the national registration plan operated by the National Therapeutic Recreation Society. This plan is in accord with the Rules and Regulations.

In relation to the Annual Program Plan for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142, prepared by the Special Education Unit of the Colorado Department of Education, it is important that the recreation dimensions be included throughout the Plan. For example, in dealing with data on the availability of facilities, there are primary sources of Colorado information: 1. The Colorado Therapeutic Recreation Society based on its work over the last year through the State Task Force on Community Recreation for the Handicapped; and, 2. The Colorado Disabled Sports Association through its survey work. Use should be made of information on therapeutic recreation, recreation for handicapped, in-service training needs and so on that is available in Colorado. There is a personnel preparation project at the University of Northern Colorado funded by the U.S. Bureau of Education for the Handicapped which can provide information and assistance. There are activities being conducted through the Department of Physical Education at the University of Denver that would prove helpful.

A key factor in the development of the recreation dimension of Public Law 94-142 in Colorado would be the appointment within the Colorado Special Education Unit of a state consultant-trainer in therapeutic recreation service. Means should be found to effect this appointment as soon as possible.

### Summary

The following should be accomplished in providing for the recreation service dimension of Public Law 94-142.

1. Include recreation in SEA manpower planning.
2. Include recreation in SEA facility planning.
3. Provide recreation input to the SEA state advisory panel.
4. Include recreation in the SEA state plan/regulation.
5. Provide SEA state consultation-training in recreation.
6. Establish SEA and LEA recognition of therapeutic recreation professional registration.
7. Establish SEA and LEA procedures for contracting with recreation agencies for recreation services.
8. Create awareness of recreation as a primary means of meeting the priority need to serve the unserved and underserved.



# **Common-Unity in the Community:**

**A Forward-Looking Program of Recreation  
and Leisure Services for the Handicapped**

**by Effie Fairchild  
Larry Neal**

Reprinted by permission of Common-Unity in the Community:  
A Forward-Looking Program of Recreation and Leisure  
Services for the Handicapped by Effie Fairchild and  
Larry Neal, 1975, Center of Leisure Studies, University  
of Oregon, Eugene, Oregon.



## Special Community Education for the Handicapped: A Proposed Model to Meet the Total Life and Leisure Needs of the Handicapped Child and Adult

by JOHN A. NESBITT

### PART I—COMMUNITY EDUCATION AND THE HANDICAPPED

The role of community education in relation to the needs of the handicapped has not been adequately dealt with in: 1) the formulation of community education; 2) in the special projects of the Mott Foundation; or, 3) in the community education literature or research prior to this conference and resultant monograph. Over the last five years I have described the needs of the handicapped to various community education spokespersons who have always been attentive and interested. But, this is the first formal meeting of individuals interested in community education to deal with the **total life, community education and leisure needs of the handicapped**. This is progress and an important event in the development of programs and services for the disabled.

My aim in this first section is to link together some basic concepts and processes, namely, the disabled/handicapped, education; leisure, community education and the Community Education Act.

#### *The Disabled in America*

No matter how well the United States does in the international Olympics or how close we seem to be to eradicating dread diseases, the facts are that our minds and bodies are not perfect; and, disease and disability are pervasive. The following, compiled by Mitchell and Hillman, (1) suggests the degree to which people who are ill or disabled make up our population.

|                                                                 |            |
|-----------------------------------------------------------------|------------|
| Disabled annually through accident and injury                   | 450,000    |
| School age handicapped                                          | 7,000,000  |
| Aged                                                            | 20,000,000 |
| Mentally ill                                                    | 2,225,000  |
| Mentally retarded                                               | 6,000,000  |
| Disabling conditions (blindness, epilepsy, heart disease, etc.) | 3,000,000  |
| Physically handicapped                                          | 15,000,000 |
| Estimated Total                                                 | 53,675,000 |

The first reaction to these figures by non-rehabilitation people might be, "Boy! These rehabilitation people sure are a gloomy bunch. They've got everybody laid up or dying." No! so that we are a gloomy bunch. We believe that we are realistic. And, part of our realism is that people who are ill and disabled can and do function very well given the proper training, services and assistance. For example, in vocational rehabilitation we have been very gratified at the fact that every dollar spent for rehabilitation of a disabled person is returned many times in taxes paid and the rehabilitated person is taken off the welfare roles.

**Disability (vs.) Handicapped:** Please notice that we use two terms, disabled and handicapped. Disability is the actual dysfunction or limitation caused by the disease or

injury. But, the disability is a 'handicap' only to the extent that a person is not able to function normally in employment, education, recreation, home-making and so on. A large part of our rehabilitation job is to figure out ways to overcome handicaps and the story of rehabilitation in America is one of figuring out hundreds and thousands of ways to overcome disability and to assist the disabled person in becoming functionally independent, productive and fulfilled to his or her *highest potential*.

#### *The Handicapped and Leisure*

Up to the present time, the matter of recreational, cultural and leisure fulfillment for the handicapped has not been resolved. The traditional recreation therapist has worked with ill and handicapped primarily in institutions. And, recreation therapists have been very limited in numbers (1,200 are professionally registered nationwide), they have had only limited contact with the ill and handicapped, and they have not been able to follow the handicapped person into the community. Recreation therapy has made a great contribution to the health and rehabilitation of thousands of ill and handicapped over the last 70 years. In the last 25 years real gains have been in the professionalization of this discipline; but, by no means does recreation therapy, or therapeutic recreation service as it is coming to be called, have the manpower and resources to be able to reach out to 500,000 or five million, much less 50 million ill and handicapped.

While there are many exciting programs and services that have provided for the handicapped person such as the Special Olympics, Sports for the Disabled, Recreation Centers for the Handicapped, and so on, these various programs have been plagued with an inability to mount and fund year-round comprehensive educational, recreational, cultural and community service programs which can address the *total life, community education and leisure needs* of the nation's 53 million ill and handicapped.

Vocational rehabilitation made an attempt to conceptualize such a program through the **Bill for Independent Living** that was discussed in the early 1960's but the bill was not passed and the concept did not take hold. The recreation therapists have proposed a comprehensive effort through local park and recreation departments but the *present day park and recreation concepts and system of delivery of service simply can not support an individualized service delivery system*. Voluntary health agencies are unable to provide the basic program that is needed because their missions have been built around the eradication of disease and the provision of treatment. Each of these services, vocational rehabilitation, parks and recreation, voluntary health agencies and many more are eager to assist but, in fact, they have found it impossible to accept or bear the basic responsibility for the delivery of what we here refer to as **community education services for the ill and handicapped**. Thus, throughout life, the community education and leisure needs of the ill and handicapped go unmet.

#### *Facilitation and Facilitators*

The handicapped themselves are a target for attitudinal change efforts, as are their families, peers and helpers—community educators definitely fall in this category along with nurses' aides, postmen, librarians, cab drivers and others who can help or hinder them. Also included as target groups are decision- and policy-makers (board and commission members, city council persons), legislators, and professional personnel of all types. These individuals may be termed facilitators—persons who perform a distinct role or function in relation to recreation and leisure participation by the ill and handicapped. In spite of the fact that the term "facilitator" has a positive connotation, the individuals in this group may either help or hinder the handicapped. It is because of their potential to hinder that their attitudes are important.

### *Facilitator Syndromes*

Specific behaviors and patterns of behavior result from the individual's philosophy-values-attitudes-attitude sets. A number of these attitude sets and the resultant behavior are encountered on a continuing basis. I would like to dramatize a few of the most prominent as follows:

**The Futility Syndrome:** "What can I do to help. The situation is impossible." Laws. Money. Barriers.

**The Leprosy Syndrome:** "If I touch them, I may get it. These conditions, like cerebral palsy, are contagious."

**The Deuteronomic Syndrome:** "They must have done something wrong. God means for them to be punished. If they repent, they will get well." This attitude is classical Deuteronomic Code right out of the Old Testament, which says in essence, "Do good and ye will be blessed; sin, and God will punish you." There are many people whose "gut-level" thinking and feeling follow this line, and for these people, attitudes make them Negative Facilitators.

**The Punishment Syndrome:** "They are not in jail to be coddled and play games; they're there to be punished." This kind of thinking was inherent in the Nixon/Agnew/Mitchell "law and order" platform. Menniger wrote about it in the book, "The Crime of Punishment."

**The Hypocrisy Syndrome:** "We serve the handicapped; that doesn't mean that we have to employ them." This syndrome is characteristic of some individuals and agencies in education, special education, recreation and parks, therapeutic recreation, welfare and social work, rehabilitation, etc. Count the number of handicapped employed in your agency, university, hospital.

**The Charity Syndrome:** "I gave to Cerebral Palsy but that doesn't mean that I want my daughter to marry one."

**The Civic Pride Syndrome:** "Why sure I am concerned about the handicapped. Our local chapter of the Royal Order of Roosters gives a Christmas party at the rehabilitation center every year." This syndrome is especially pernicious because well intended people are assisted in deluding themselves into thinking about how they can solve the horrendous problems of disease, disability, poverty, inequality, ignorance and violence. There is no room for Pollyanna in the fight against prejudice.

**The Me-Me-Me Syndrome:** The handicapped person speaks, "I am here at this meeting with my problem. I want it solved this minute. I refuse to do the staff work, the surveying, or joining with other handicapped persons in order to give really sound advice and guidance to civic minded citizens or professionals." The role of consumer spokesman is no less demanding than any other professional role.

**The Defense Syndrome:** "I don't see what you recreation for handicapped people are squawking about; we are meeting our social and professional obligation by running a once a month social night for the mentally retarded and 25 kids show up pretty regular." Yes, 25 out of a population of maybe 2,500 that need recreation and leisure service.

**The All-Those Others Syndrome:** "I simply can't divert money, personnel and resources away from the 500,000 able-bodied that I serve to the 500 severely handicapped that I don't serve. I have all those others to worry about and I can't be concerned with a handful of handicapped."

**The Lack of Training Syndrome:** "I can't take handicapped people into my program. I don't have the trained staff to handle epileptic fits, convulsions, slobbering, soiled-shitty clothing, poor speech."

**The Smooth Waters Syndrome:** "I can't have those people in my center (Program) because the other participants, the regular people, their parents, the staff, the food suppliers, the janitors, the W.C.T.U.—they would all just quit my program. I can't make waves or the whole thing will just come down on me. We don't want that, do we?"

Generally, the "Defense," the "All Those Others," the "Training," and the "Smooth Waters" syndromes will be used in sequence and in that order. Very few groups will have the persistence to fight their way through all four. In any case, what the administrator has been saying all along is, "I'll use any possible excuse to avoid taking handicapped into my program."



### *Education and Leisure*

Education and leisure are closely related. To start with, recreation and leisure scholars trace the genesis of the modern word *leisure* to the Greek word *scholē* from which the modern word *school* is derived. There is a semantic connection. I would add parenthetically that if school is not required, (i.e. the student is not compelled to attend), school may be leisure in both the modern sense and classic Greek sense.

We recall that the Commission on the Reorganization of Secondary Schools in 1918 included the worthy use of leisure as one of the seven cardinal principles of education. (2)

The Educational Policies Commission in 1944 included recreation and leisure interests and activities as one of six basic aspects of living which affect personal development. (3)

We should note that no profession besides parks and recreation other than education has both dealt with recreation and leisure as an essential concern; and, been assigned or accepted unto itself any direct responsibility for preparation for leisure.

In my view, education has an important basic responsibility for the preparation of the student in the effective and constructive use of leisure time. The main point is that education and recreation do have a significant commonality. Hutchison, et al., in **Leisure and the School** (4) and Kraus in **Recreation in the Schools: Guides to Effective Practices in Leisure Education and Community Recreation Sponsorship** (5) are among the many recreation and park professionals who have embraced the concept of the interrelationship of recreation, leisure and education.

### *Education and the Handicapped*

Over the last 15 years we have witnessed important advances in the United States in education for the handicapped. All 50 states now have laws providing some kind of educational services for handicapped children and youth. By no means are these laws providing all that is needed; but, in 16 states and the District of Columbia the matter has been taken to the courts and the court decisions have been made in favor of handicapped children. (6) (7) Thus, the beachhead has been established and the main force is starting to come ashore in the battle for full educational opportunity for the handicapped.

However, a point that we in recreation want to make is that a major portion of the preparation for total life and leisure experience, the recreation and leisure portion, is being ignored.

We in recreation have been working closely with our colleagues in physical education. We have concluded that handicapped children and youth are missing out on both recreation and physical education. (8) Both of these activities, recreation and physical education, contribute to the growth and development of the handicapped child and ultimately should comprise a basic portion of the daily living of the handicapped person, as they do in the life of the non-disabled person. But, physical education and recreation do not receive adequate attention during the school age years of the handicapped child; and, the obvious result in adulthood is inadequate competence in recreation and leisure and inadequate services for recreation and leisure.

Thus, I believe it is imperative that we now include physical education and recreation in the education for the handicapped laws and in court litigations. And, that we pursue other means of effectively meeting the total life and leisure needs of the handicapped, both school-age and adult.

### *Community Education and the Handicapped*

It is my belief that the handicapped residing in the community have a basic unmet need for the full range of programs, processes and involvements that can and are pro-

vided through community education. The handicapped in the community, school age and adult, need continuing educational, recreational, cultural and community services.

**Educational Services:** In America we have resisted the idea of quotas and pensions for the handicapped based on the belief that through medical and rehabilitation services we can help the handicapped person arrive at a functional level where special education and training would put him or her back into the labor market as a productive, independent citizen. And, once again EDUCATION has paid off in America, in a very practical sense. Vocational rehabilitation and training have returned millions of Americans to full-fledged productive citizenship. But, we have stopped there. We have not recognized the fact that additional education would be for the handicapped person a means of continuing to upgrade one's skills and capability. Thus, I believe that educational services are of great importance to the ill and handicapped in: 1) dealing with their disease or disability; 2) upgrading their skills; and 3) learning how best to cope with our constantly changing society.

**Recreational and Cultural Services:** As suggested in other parts of this paper, recreational and cultural services have fallen through the holes in the fabric of America's social, health and welfare services for ill and handicapped. No agency or discipline or service delivery system has accepted responsibility for meeting the recreational and cultural needs of the nation's over 50 million ill and handicapped. If the agency is treatment oriented, there must be a measurable therapeutic gain or funding is simply not feasible. Thus, 'therapeutic' agencies will not provide recreational and cultural programs for ill and handicapped because there is no measurable therapeutic gain! Conversely, if the agency is recreationally and culturally oriented, the participants must have the mobility, skills, social acceptance and money to participate on a mass basis. Essentially, the services are planned for non-handicapped. There are no funds for services for ill and handicapped to provide personnel, facilities, materials, supplies, special skill training, transportation, special counseling, groupwork, or any other special item or service calling for additional costs. Thus, recreation for handicapped is left out of both service delivery systems. This is the situation at the local level. At the federal level and state level, support for parks and recreation is limited to outdoor recreation facilities. No special services of any kind are provided for ill and handicapped. Neither local nor state and federal recreation and park agencies accept responsibility to provide recreation for the handicapped. Each maintains that it is the other's responsibility. Thus, there is no fundamental commitment in or among any of the basic community services to provide recreational and cultural opportunity for the ill and handicapped living in the community.

**Community Services:** The third basic facet of community education, community services, is as important to and for the ill and handicapped as the other two. I have found in community after community that ill and handicapped lack the information and ability that would make it possible for them to use to best advantage the services and assistance that is available from and through their community. Further, in the past they have lacked the means to effectively identify their own problems and needs and to resolve them. Interestingly, I found in one community where we started a countywide association on recreation services for the ill and handicapped that we were urged by both public and private agencies to direct our attention to the total life and leisure needs of the ill and handicapped of that county. Or, as I see it, to perform community education roles and functions for the ill and handicapped of that community.

In general, agencies are mandated to perform their service and close their cases. What is needed is a service that doesn't close its cases, that keeps its cases open and works with its clients on a continuing basis, that continues to develop tactics and strategies

that: 1) provide solutions to new problems and issues; 2) that perseveres in the resolution of old problems and issues; and 3) that advocates for the escalating aspirations, expectations and desires of the ill and handicapped.

#### *Special Features of the Community Education Model*

Two features of the Community Education Model that are especially important are its community and neighborhood base and its continuing nature.

In the vast majority of situations handicapped and non-handicapped must go out of their community to receive public, private and commercial services. The automobile is both the bane and boon of our existence. As we have gone off in all directions for every conceivable service our communities have become mere shells, the sense of common identity and destiny has been lost. I am always fascinated to witness the lack of ability to harness community relationships and resources to solve community problems in a community such as Morningside Heights in New York where Columbia University stands, or San Jose and Santa Clara County in California where San Jose State University, Santa Clara University, Stanford University and various other institutions of higher education stand. Obviously, some common sense awareness of ourselves and our communities has gone completely from our minds.

The Community Education model serves to restore some of the fabric of our neighborhoods and our communities, to help us to rediscover the skills and relationships that once built the communities that now stand in disarray.

It is equally important in this regard that through the Community Education model we are dealing with the handicapped person in his or her home, neighborhood and community rather than five to 50 miles away in our office or center. I believe that our most effective problem-solving can and should take place where the handicapped person lives.

Another extraordinary feature of the Community Education model is the continuity and continuing involvement with professional assistance and support as well as neighbors and friends that is provided to the handicapped person. This is made possible by the ongoing nature of the Community Education Model.

#### *Community Schools Act*

The passage of the Community Schools Act of 1974 must be applauded by all who are desirous of seeing the quality of life improved in the local community. (9) By supporting the development of educational, recreational, cultural and community services, this Act holds much hope for those of us who daily agonize over the deteriorating sense of community and the inability of our local communities to respond effectively to our personal, social and economic needs.

While I applaud the Act, I lament that the Act fails to address itself to the millions upon millions of Americans who are handicapped, who for various reasons end up being those Americans who are the most excluded from recreational and cultural opportunities and services and, thus, are most in need of the benefits of the Community Schools Act of 1974.

I am confident this Institute and publication will prove an aid in the development of an amended program and Federal funding that will provide directly for the needs of the ill and handicapped. We should be mindful of the fact that 90 per cent of the handicapped reside in the community. And, no more than five to 10 per cent of handicapped residing in the community, whether school age or adult, are being reached by existing park and recreation departments, by voluntary health agencies, etc. And, the programs provided certainly are not adequate to meet the total life, community education and leisure needs that exist.

I wish to draw your attention to the fact that the Act gives special preference to establishing new community education programs (80 per cent Federal support), expansion and improvement of community education programs (65 per cent in the first year and 55 per cent thereafter) and to support of institutions of higher education to provide training of personnel to plan and operate community education program. These features of the Community Education Act of 1974 lend themselves to the planning of strategies for the further development of Special Community Education Programs for the Handicapped.

#### *Basic Statement of Needs and Means*

I would like to summarize the foregoing as follows:

- Community education has not in the past addressed itself adequately to the distinct needs of the ill and handicapped.
- The ill and handicapped in the United States number 50 million, 90 per cent of whom reside in the community. This number should be the service population for which the **Special Community Education Program** develops its goals and strategies.
- Recreational and cultural fulfillment for the nation's 50 million ill and handicapped is a major unmet social need in the United States. A maximum of five to 10 per cent of the handicapped in any given community receive recreational and cultural services and in the main these services are sporadic and marginal.
- No existing agency, service, organization or profession at the local, county state, or federal/national levels has accepted primary responsibility for delivering recreational, cultural and leisure services to the ill and handicapped residing in the community.
- As conditions are, no agency other than an educational agency may be able to accept responsibility for the provision of recreational/cultural services and educational/community services on a continuing large scale because of a lack of rapport philosophically, budgetary limitations, methods, and so on. For example, recreation therapy may be irrevocably locked into the medical-therapeutic-institutional model.
- A total approach is needed such as community education offers (including adult education, recreational and cultural activities for children and adults, coordination of community services, problem solving and organizing in groups) in meeting the total, ongoing needs of the ill and handicapped versus the piecemeal, single dimension (vocational, or social, or medical), case closing/terminating approach of most services.
- Preparation for leisure and effective use of leisure is historically, philosophically and methodologically associated with education and educational services. Thus, attending to the leisure needs and aspirations of the ill and handicapped is compatible with education's and community education's traditional roles and functions.
- Education and all educational institutions have a fundamental responsibility to provide equal educational opportunity to all citizens, regardless of illness or handicapping condition—it's a right and increasingly it is becoming the law. Community education should take the initiative in organizing programs that will assure the provision of this human right and civil necessity for ill and handicapped.
- Education for the ill and handicapped as being planned and provided at the present time must include the provision of physical education and recreation as a basic element of education.
- Community education is an appropriate and effective means of meeting the total life and leisure needs of the ill and handicapped through educational, recreational, cultural and community services.
- The Federal Community Education Act of 1974 provides a unique and outstanding opportunity to develop community education programs for the ill and handicapped.

#### **PART II—APPLICATION OF THE COMMUNITY EDUCATION MODEL TO HANDICAPPED IN THE COMMUNITY**

There are general traits in the provision of community education that have come to be accepted components of the basic community education model. I have taken the liberty of drawing on the descriptions provided by Minzey and Hughes to designate the six components cited in Figure 1 below. Further, I have taken the liberty of 'plugging in'



what I consider to be Functions of Special Community Education for Handicapped for each of the 'components.' I am using the term 'special' to designate the special accommodations relative to the handicapped that are made to achieve a comparable, normative community education outcome.

Figure 1. Comparative Functions of General Community Education/Special Community Education for Handicapped.

| Components | General Sources/Functions                                                                                                                                                                                                    | Special Sources/Functions                                                                                                                                                                                                                                                                                                           |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <i>Minzey's Basic Components</i> (10)<br>(Hughes' Four-Fold Role) (11)                                                                                                                                                       | Functions of Special Community Education for Ill and Handicapped                                                                                                                                                                                                                                                                    |
| I          | <i>An Educational Program for School Age Children, K-12</i> (An Educational Center)                                                                                                                                          | —Kraus' Five Channels for Leisure Education (12)<br>—Bannan's "Leisure Time Activities" Competencies (13)<br>—Nesbitt, Neal and Hillman, "Special Leisure Education" (14)<br>—Career Education for Leisure Service Occupations (15)                                                                                                 |
| II         | <i>Use of Community Facilities</i>                                                                                                                                                                                           | Continuing Program of Elimination of Physical Barriers and Creation of a Climate of Social Acceptance Based on Guidelines Provided by National Easter Seal Society, U.S. President's Committee on Employment of the Handicapped and the American Standards Association                                                              |
| III        | <i>Additional Activities and Education for School Age Children and Youth</i> — Enrichment, remedial, supplemental, recreational, cultural and avocational. (Neighborhood Center for Cultural and Recreational Activities)    | —Nesbitt, Neal and Hillman, "Recreation for the Exceptional Child" (16)<br>—Provision of recreational and cultural services for handicapped children and youth calling for funding of professional personnel, facilities, equipment, transportation, materials and supplies, leaders, etc.                                          |
| IV         | <i>Programs for Adults</i> — Basic education, high school completion, recreational, avocational, cultural and vocational education. (An Educational Center and Neighborhood Center for Cultural and Recreational Activities) | Provision of Recreational and cultural services for handicapped adults calling for funding of professional personnel, facilities, equipment, transportation, materials and supplies, leaders, etc.                                                                                                                                  |
| V          | <i>Delivery and Coordination of Community Services</i> (A Center for Social Services)                                                                                                                                        | Programs and services would provide community education in relation to vocational rehabilitation, special education, veterans benefits, social security, medicare, voluntary health agencies, civic and service organizations, park and recreation agencies and services, youth and social service agencies and organizations, etc. |
| VI         | <i>Community Involvement</i> (A Center of Neighborhood and Community Life Assisting Citizens in the Study and Solution of Neighborhood Problems)                                                                             | As necessary where integration and mainstreaming are not possible, organization of handicapped youth and adult groups such as Scouts, handicapped athletic organizations, handicapped social and recreation groups, handicapped consumer groups, non-                                                                               |

handicapped and handicapped advocacy and coordination groups; provision of recreation and leisure 'dilemma intervention,' group counseling, leisure counseling; processing of information on recreation and leisure opportunities.

### PART III—SOME PROPOSITIONS ON THE DEVELOPMENT OF THE SPECIAL COMMUNITY EDUCATION PROGRAM FOR HANDICAPPED

#### *"Freedom of Choice": An Essential Element*

A major obstacle to the development of professional recreational and cultural services for handicapped (and the general population as well) is the non-graded and non-gradeable nature of recreational and cultural experience and fulfillment. For many people, recreational and cultural activities are oriented to their work life. Recreational and cultural activities serve as the '3R's of work—Relaxation from Work, Reward for Work and Renewal for Work.' For other people, recreational and cultural activities serve to meet their need for personal fulfillment quite apart from a work life that might be denigrating.

You or I may prefer either the work-oriented or non-work-oriented profiles suggested above. However, our preference must be secondary to the choice of the participant because the most important basic element in the non-graded leisure experience is *freedom of choice*. Through freedom of choice the participant, non-handicapped or handicapped, gains independence, self-esteem and individual fulfillment. As we plan and direct programs we must keep our personal values in check. The Special Community Education Coordinator must be highly competent in these philosophical and methodological principles.

#### *A Service Population Approach*

Like so many public services we have tended to assess the need for recreational and cultural opportunity for handicapped based on what we are able to provide as we look out from our agency, or over our desk, at the public out there. This approach has resulted in the programs which at best are marginal, for example, the once a year Christmas party at the orphanage, the Friday night bingo game at the nursing home, the annual sporting event for the physically handicapped. These are a great deal better than nothing which is what was provided before, but no one would insist that they are adequate.

What is needed is a complete reversal in perspective. The Special Community Education Coordinator must take up residence in the community, working at the neighborhood level, using the facilities and resources that are immediately available such as the local parks, the local schools, the local stores and facilities. In developing service delivery plans the approach that we must take is to deal with a given population of five to 10 thousand, determining the number of and degree of disabling conditions that exist among this population, the potential of this collective handicapped population to participate meaningfully in recreational and cultural activities, and then deliver a program that will meet their needs and their potential. If the model that develops from this calls for one full time professional per 10,000 population or 25,000 population, so be it. But, the era of opening up a program for handicapped and seeing who is able to make it to the center must come to end. We must go to the people.

Thus, if the Special Community Education Program model is to have a real effect on improving our communities and the lives of handicapped residing in the community, concepts and models for service will have to be developed from the bottom up. One way

to get at this matter is to identify a 'Service Population' and then develop a program that meets all the reasonable recreational and cultural activity as well as educational and community service needs of that handicapped population.

#### *Alternative Strategies for the Development of a Special Community Education Program*

Very few situations will present themselves where a local community will appropriate the necessary funds to employ forthwith a full-time Special Coordinator, provide the program budget, etc. Thus, it behooves our institute group to consider in a preliminary manner the strategies or ways in which a Special Community Education Program might develop and in turn to suggest means that facilitate these as well as other developmental processes.

Using as a preliminary statement of roles and functions the Chart on Functions of Special Community Education Programs (Specep) and the listing of the Basic Functions of the Special Coordinator, the following might be strategies for the development of programs.

- Employ a full-time Special Coordinator to perform the roles and functions described.
- Employ a part-time Special Coordinator to perform the roles and functions described.
- The full-time or part-time regular Community Education Coordinator performs Special Community Education Program roles and functions as possible.
- The full-time or part-time Community Education Coordinator does one or both of the following: 1) Organizes a local volunteer committee of handicapped and facilitates their performance of the Special Community Education Program roles and functions, 2) Involves local health, welfare, rehabilitation, social, and recreation agencies and services; local and service organizations; local voluntary health organizations and agencies, etc. and facilitates their performance of the Special Community Education Program roles and functions.
- Where there is no part-time Community Education Coordinator, the Special Functions could be performed by a group of local citizens who organize themselves on a voluntary basis for that purpose. Preferably, the group would be made up of non-handicapped and handicapped.

#### *Strategies for Long Range Development*

National and state level leadership and support will be critical to serve the nation's 50 million handicapped now residing in our communities. If the Specep concept is viable and if it does meet the needs of handicapped and if it is accepted as an essentially valid addition to the array of services presently being provided, states and local communities and neighborhoods will respond enthusiastically as they have to vocational rehabilitation, adult education, special education, community colleges, and so on. But, local communities will not have the chance to decide whether Special Community Education is a viable new community service that they want to see provided for the handicapped unless there are active, well funded Federal and national strategies for development.

These strategies might include the following:

- Immediate authorization and allocation of a special fund for handicapped in the amount of \$3.75 million (25 per cent) by the Congress within the Community Education Act of 1971. This will provide for program development, training, technical assistance and information for Special Community Education.
- Philanthropic support for Special Community Education training, research and demonstration, technical assistance and information service, conferences and institutes.
- State enabling legislation and assistance to local communities to initiate, provide and expand Special Community Education Programs.
- Local taxes, assessments, etc. providing support for the development and provision of Special Community Education Programs.
- Creation of and support for five years for an effective national Specep committee or task force within an existing community education organization or organizations. The primary aim of the committee would be consumerism and advocacy for Special Community Educa-

tion. The secondary aim will be technical assistance, consultation, travel grants, technical and public information, regional and state training, etc.

Preparation of guidelines for the local organization and development of Special Community Education programs in representative rural and urban communities based on size and socio-economic composition, etc.

Development of guidelines for curricula at the baccalaureate, masters and doctoral level in provision of Special Community Education Programs and services in terms of administration, master practitioner, face-to-face worker, etc.

Development of guidelines for the conduct of research and demonstration related to Special Community Education programs and services.

#### PART IV—THE SPECIAL COMMUNITY EDUCATION COORDINATOR

If there is to be a Special Community Education Program it seems to me that consideration should be given to the person or persons, professional and volunteer, that are going to be involved.

The foremost consideration is that similar to education, vocational counseling, recreation, social work and most any other general professional discipline that one wants to name, service to ill and disabled has been turned over to a specialist who: 1) is motivated toward service to ill and disabled; 2) who takes special training in the basic discipline, in that discipline's application to the problems and needs of the special population to be served, and, finally; 3) in those special content and process competencies deemed necessary to professional service.

**Service Referral:** One's first reaction to the Special Coordinator role is that it could be interpreted so broadly that it would supplant many other established disciplines and services. This is not the intention and this position can be made clear by establishing as a basic competency the ability to make preliminary assessments about the need for all available services such as special education, vocational rehabilitation, etc., and to make the appropriate referral to the co-specialist or agency. Thus, rehabilitation, health, welfare, education and recreation services would have a case finder as well as a means for effective follow-up after discharge.

**Leisure Counseling and Referral:** A second role which would serve to eliminate a large amount of possible duplication or overlap with existing recreational, park, cultural, leisure and conservation services, would be that of leisure counseling. (17) Progress is being made through the work of Overs in defining the roles, functions and services provided by and through leisure counseling. Thus, the Special Coordinator's first function in providing recreational and cultural opportunities would be that of providing leisure counseling. Leisure counseling would involve counseling and assisting the client toward successful vocational placement in and with the services, programs and resources of the given community.

**Basic Functions:** Returning to the Minzey-Higher/Functions of Special Community Education for Handicapped chart, we then see suggested the following major functions of the Special Coordinator.

- I Formal Education Program (Five Channels, Leisure Education, Special Leisure Education and Career Education relative to recreation and leisure)
- II Facilitating Use of Community Facilities by Ill and Handicapped (overcome physical and social barriers)
- III Recreational and Cultural Programs and Activities for Children and Youth
- IV Educational, Recreational and Cultural Programs and Activities for Adults
- V Facilitating the Delivery, Coordination and Provision of Social, Health, Welfare, Rehabilitation, and Recreational Services to Ill and Handicapped



VI Facilitating the Organization and Development Consumer, Advocacy, Coordinative, and Exchange Groups Composed of Ill and Handicapped and the Provision of Related Services

**Formal Preparation:** In many respects the formal training of the Special Coordinator might be parallel to that now being provided to the masters level therapeutic recreation specialist through the U.S. Bureau of Education for the handicapped and coordinator or director of community education. For example, based on the need to provide accountability, therapeutic recreation specialist preparation includes training in research and evaluation competencies. Community education coordinators devote considerable attention to developing community organization competencies. In any case, these two training programs provide a starting point in considering the development of a special training program for the Special Community Education Coordinator.

#### PART V—CONCLUDING THOUGHTS

Having struggled for years to develop nationwide strategies and fundable models for the delivery of recreational and cultural services to handicapped, I am excited about the potential in the Community Education Program and the idea of a Special Community Education Program for Handicapped. And, the total response mechanism that is inherent in the Community Education model, that is the combination of educational, recreational, cultural and community services, is very much in line with the general development of the functions and services of the professional recreation worker for handicapped. The Special Community Education model as an outgrowth of the Community Education model is one that rehabilitation workers, social workers, therapists and medical personnel can readily accept. I believe that the Special Community Education Program model is one that can be embraced by vocational rehabilitation units, health services, schools, park and recreation departments, social security services, and so on.

What we all have been searching for, for many years, is a service delivery model that would address the *total life and leisure needs* of the handicapped child and adult living in the community; and, simultaneously be fiscally feasible. The Special Community Education Program model may very well be what we've been looking for. It may be what the handicapped have been waiting for during the billions of hours of *enforced leisure*. Let's hope that we have found the service formula that will provide *total life and leisure fulfillment* for the ill and handicapped.

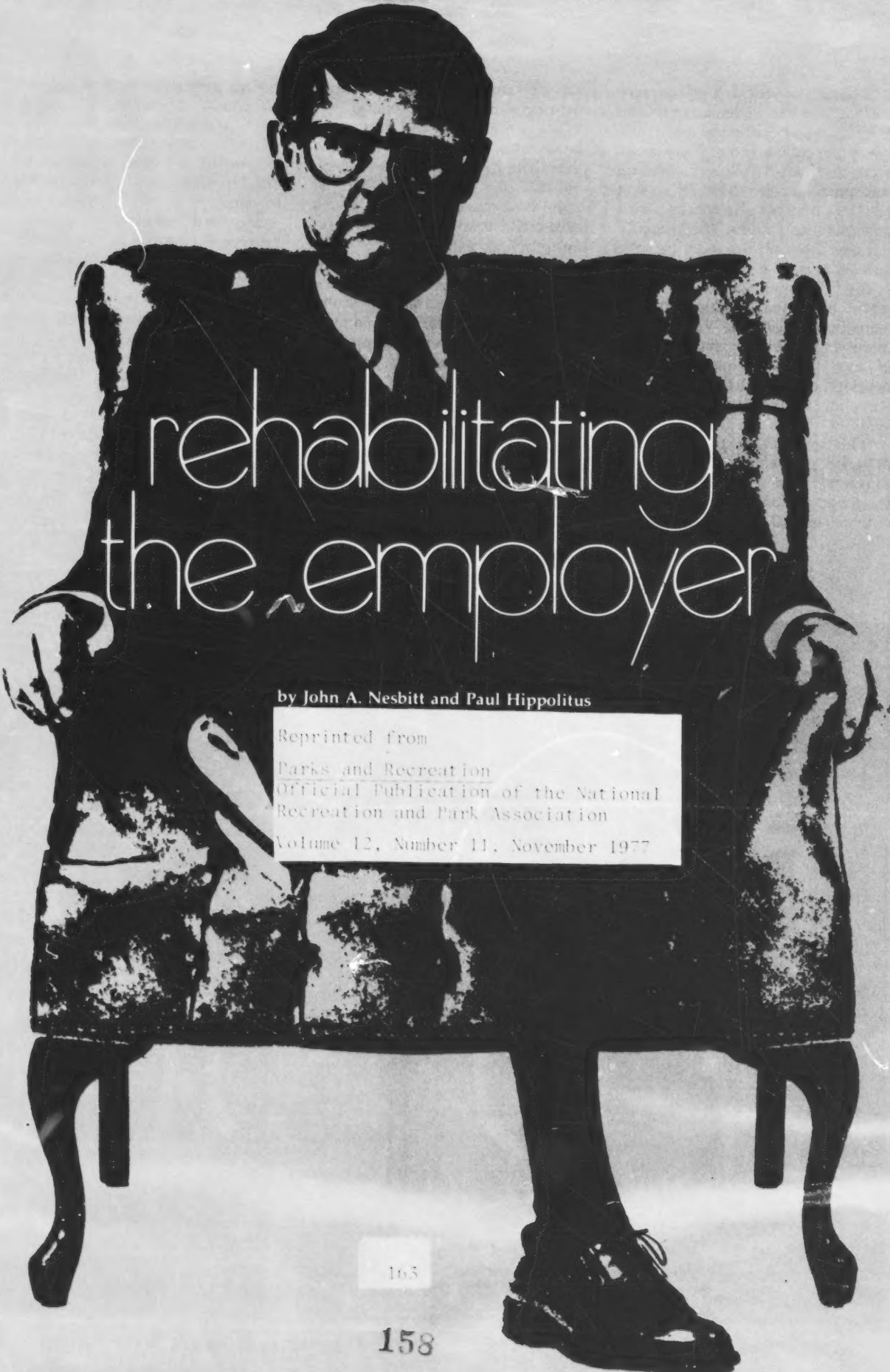
#### Footnotes

- 1) Helen Jo Mitchell and William A. Hillman, Jr. "Disability and the Disadvantaged," page 190-198, in John A. Nesbitt, Paul D. Brown and James F. Murphy, *Recreation and Leisure Service for the Disadvantaged*, Philadelphia, Lea and Febiger, 1970.
- 2) *Cardinal Principles of Secondary Education*, a report of the Commission on the Reorganization of Secondary Schools, appointed by the National Education Association, Washington, Government Printing Office, 1918, Bulletin No. 35, pp. 11-26.
- 3) Educational Policies Commission, *Education for All American Youth*, Washington, D.C.: National Education Association of the United States and the American Association of School Administrators, 1944, p. 102.
- 4) John L. Hutchison, editor, *Leisure and the Schools*, Washington, D.C., American Association for Health, Physical Education and Recreation, 1961, 186pp.
- 5) Richard G. Kraus, *Recreation and the Schools: Guides to Effective Practices in Leisure Education and Community Recreation Sponsorship*, New York, MacMillan Company, 1964, 308pp.
- 6) Memorandum to Presidents and Presidents Elect of State Health, Physical Education and Recreation Associations by Julian U. Stein, Director, Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, December 20, 1974.
- 7) "Handicapped Kids Move Into Public Schools," *Eugene Register Guard*, January 2, 1975.
- 8) *National Conference on Program Development and Evaluation Needs in Physical Education and*

- Recreation for Handicapped Children and Youth*, Sponsored by the National Ad Hoc Committee on Physical Education and Recreation for Handicapped Children, Dec. 6-7, 1973, Washington, D.C.
- 9) "Community Schools Act of 1974," *Northwest Community Education Development Center*, College of Education, University of Oregon, 3pp. mimeographed.
- 10) Jack D. Minzey, "Community Education—Another Perspective," *Community Education Journal*, May/June 1974.
- 11) John R. Hughes, editor, *The Community School and Its Concepts*, (1972), 12 pages as cited in Alan M. Bass, "Community Schools," *Educational Management Review Series*, December 1973, Number 24, published by Educational Resources Information Center, Clearinghouse on Educational Management.
- 12) Richard G. Kraus, *Recreation and the Schools: Guides to Effective Practice in Leisure Education and Community Recreation Sponsorship*, New York, The MacMillan Company, 1964, p. 91-95. The five channels for leisure education that Kraus discussed are the total curriculum, bridges to leisure, co-curricular activities, direct focus on leisure and sponsorship of recreation program.
- 13) Steve A. Brannan, "Leisure Time Activities," based on Special Study Institutes held during the summers of 1972 and 1973 co-sponsored by the Washington State Department of Education, Special Education Section and Portland State University, Special Education Department in cooperation with the Oregon School Districts, Pages 308-322 as published in John A. Neshitt and Gordon K. Howard, editors, *Program Development in Recreation Service for the Deaf-Blind*, Iowa City, University of Iowa Recreation Education Program, 1975.
- 14) John A. Neshitt, Larry L. Neal and William A. Hillman, Jr. "Recreation for Exceptional Children and Adults," *Focus on Exceptional Children*, Denver, Love Publishing Company, Volume 6, Number 3, May 1974, 12pp.
- 15) Donald Hawkins and Peter J. Verhoven, *Career Education*, U.S. Government Printing Office, 1973.
- 16) Neshitt, Neal and Hillman, *op. cit.*
- 17) Overs, Robert P., *Guide to Avocational Activities*, Curative Workshop of Milwaukee, 750 N. 18th St., Milwaukee, Wis., 53233. The foremost research on leisure counseling and the foremost information and materials prepared and available on leisure counseling have both been done by Dr. Overs through federal support.

## References

- American Alliance for Health, Physical Education and Recreation, *Guidelines for the Professional Preparation of Personnel in Adapted Physical Education and Therapeutic Recreation Service*, Washington, D.C., the Association, 1972.
- Bass, Alan M. "Community Schools," *Educational Management Review Series*, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon, December 1973, Number 24, 8pp.
- Decker, Larry E. compiler, "Reference Notebook on Community Education and Recreation," *Mid Atlantic Center for Community Education*, School of Education, University of Virginia.
- Decker, Larry E. *Foundations of Community Education*, Midland, Pendell Publishing Company, 1972, 85pp.
- Minzey, Jack D. and Clyde LeTarte, *Community Education: From Program to Progress*, Midland, Pendell Publishing Company, 1972, 275pp.
- Neal, Larry L. *Recreation's Role in the Rehabilitation of the Mentally Retarded*, Eugene, Oregon Studies in the Habilitation of the Retarded (Rehabilitation Research and Training Center in Mental Retardation, Monograph No. 4), College of Education, Department of Special Education, University of Oregon, 1970.
- Neshitt, John A. and Gordon K. Howard, *Program Development in Recreation Service for the Deaf-Blind*, Iowa City, University of Iowa Recreation Education Program, 1975, 443pp. (Publication made possible through the support of the U.S. Bureau of Education for the Handicapped.)
- Neshitt, John A., Curtis C. Hanson, Barbara J. Bates, and Larry L. Neal, *Training Needs and Strategies in Camping for the Handicapped*, Eugene, Center for Leisure Studies of the University of Oregon, 1972, 241pp.
- Neshitt, John A. *Program Development in Recreation and Physical Activity for Handicapped Children*, San Jose, Institute for Interdisciplinary Studies, 1971, 331pp.
- Neshitt, John A. and William A. Hillman, Jr., "The Changing Character of Recreation for the Ill and Handicapped," A Paper Presented at the New England Institute on Urban Recreation, Sponsored by Southern Connecticut State College, Spring, 1974.
- Neshitt, John A. "Redefining the Recreation for the Ill and Handicapped Movement," Article in preparation.
- Wilson, George T. "In The Schools: Status of Recreation for the Handicapped School Centered," *Therapeutic Recreation Journal*, Volume III, Second Quarter, Number 2, 1969, p.10-12.



# rehabilitating the employer

by John A. Nesbitt and Paul Hippolitus

Reprinted from

Parks and Recreation

Official Publication of the National  
Recreation and Park Association

Volume 12, Number 11, November 1977

*Today, in the era of self-determination, handicapped people do not want to be hired because they are handicapped. Nor do they want to be denied a job because of their handicapping condition. Rather, they want an equal chance to demonstrate their abilities and to live up to their potential.*

"HIRE the Handicapped—It's Good Business." Most everyone has heard that slogan before. It was constituted during a time that, while not too long ago, is rapidly passing into history.

Of course, during its day this slogan was valid and represented forward thinking. It was repeatedly proven by both government and industry that handicapped workers, properly placed, were at least as productive and often more productive than their able-bodied coworkers. This fact gave the slogan its credibility and helped nearly eight million handicapped people gain employment during the 1950s and 1960s.

But two profound changes have occurred that are making this slogan old-fashioned. The first is the rapidly increasing self-awareness or self-determination that handicapped people have declared for themselves (call it a handicapped consumer movement). The other change is recent legislation. One change begot the other, no doubt, but they should be considered separately.

It is difficult to fix a date when the handicapped consumer movement began. It took its cue from the civil rights movement of the sixties, and its techniques are not much different—demonstrations, lobbying efforts, public relations judication, and so on. It began, at the end of the last decade, when handicapped people (no longer "the handicapped") realized that they were the only ones who were capable of ultimately assuring societal acceptance and the affirmation of their rights. They began to recognize that many of the professionals who rehabilitated them, educated them, or placed them could never adequately speak out in their behalf. They realized that their fight for equality of opportunity was a struggle that could only be won by handicapped people themselves.

It can be said that more progress has been made in the last 10 years—the era of "consumerism"—than in the previous 20. Prior to the consumer movement an aura of charity surrounded everything connected with "the handicapped," including employment. Typically, when an employer hired a handicapped person he wanted to

get a productive worker and usually got one; but he also thought about such things as corporate citizenship. I hire the handicapped and that is admirable, the typical employer thought. Employers who hired handicapped workers were proud of their efforts. The emphasis was on doing good works and paternalism.

Today, in the era of self-determination, handicapped people do not want to be hired because they are handicapped. Nor do they want to be denied a job because of their handicapping condition. Rather, they want to be treated as others are treated. They want an equal chance to demonstrate their abilities and to live up to their potential. They want equal access to education, training, and employment. They want to prove that they are *people* who can do the work and they want others to stop thinking about the handicapping condition.

What this means to the recreation employer is that employing handicapped people is not unlike the process of employing other people. Other people demonstrate a wide range of abilities and aptitudes. Other people can perform every job from groundskeeper to manager to director. Other people can perform well and warrant promotions. So, too, can handicapped people. With a chance at the education and training that other people have, there is no reason why some mentally retarded persons cannot become groundskeepers, why some people with epilepsy cannot become managers or recreation supervisors, or why some wheelchair-bound individuals cannot become directors of recreation and parks. The point is that all employers must change their thinking and not seek to "hire the handicapped" but rather to hire qualified people who may have handicaps.

This is not to say the reality of disability and the limitations it manifests should be ignored. But too often the disability is precisely where the emphasis is placed and, consequently, where the problem begins. Negative thinking makes positive results less likely. If one can see only the disability when he looks at a handicapped job applicant, he can only think about what that person cannot do. In this frame of mind, how can one creatively and enthusiastically find ways to use the abilities a person with a handicapped condition has? For example, would you consider hiring a young woman who has no arms for a

*Continued on page 56*

---

*Mr. Nesbitt is chairman of the Committee on Recreation and Leisure of the President's Committee on Employment of the Handicapped, and is professor of recreation at the University of Iowa. Mr. Hippolitus is a member of the President's Committee on Employment of the Handicapped staff.*



## THE EMPLOYER

*Continued from page 36*

position as a swimming instructor? Or, a paralyzed man for a position as a football coach? Or, a double leg amputee as a karate instructor? No, you say? Well, the fact is people with these disabilities are employed at these jobs already. Sure, disability means limitations, but when the human spirit is intact anything is possible.

The other development that has had an impact on the slogan, "Hire the Handicapped—It's Good Business," is recent legislation. Formerly, hiring handicapped job applicants was considered a voluntary act. Consequently, public education, employer education, and cajolery were the best devices to gain employer acceptance of hiring handicapped people. Employers were told, "it's good business," and it is. But now it is much more than that—it's the law, at least for every employer who does business with the federal government or hopes to do business with the federal government. And, according to the *New York Times*, about half of all the nation's employers are in that category.

The law is the Rehabilitation Act of 1973. Two of its sections, 503 and 504, have removed the hiring of handicapped people for many employers from the realm of voluntary action and into the arena of legal requirement. The first section, 503, states that any contractor (employer) doing business with the federal government in excess of \$2,500 shall take affirmative action to employ and advance in employment qualified handicapped individuals. This means that if an employer does any federal business (including selling of goods or construction) and he refuses to hire or advance a *qualified* handicapped worker, then he may lose his federal contract and may be declared ineligible for future contracts.

The Office of Federal Contract Compliance of the Department of Labor enforces section 503. Already, many discrimination cases have been settled, some of which have included back pay awards. Presently, three major corporations have been warned by the Department of Labor to settle the discrimination cases they have pending against them or else they will lose existing federal contracts and be barred from future contracts. Secretary of Labor Ray Marshall said concerning these cases, "We intend to use the full power of the law to prevent employment discrimination against qualified handicapped workers. We will not allow the handicapped to be treated as second-class citizens."

The second part of the Rehabilitation Act of 1973 that impacts on employment will also have a tremendous impact on the provisioning of public recreation and park opportunities. It is section 504, and it is tantamount to a civil rights law for handicapped people. This section states, "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." A qualified handicapped person in an employment context is one who can perform the tasks of a particular job after a "reasonable accommodation" (barrier removal) has been made by the employer. A qualified handicapped person in recreation and park programming is, simply, any handicapped individual who is eligible for those services. Federal financial assistance

means receiving any grant, loan, contract, funds, services of federal personnel, or real or personal property.

The Office of Civil Rights of the Department of Health, Education, and Welfare is the enforcing agency for section 504. Present regulations cover programs administered by HEW. All other federal departments will soon be publishing similar regulations for programs that they administer. The Department of the Interior has begun preparing its section 504 regulations already.

Despite this progress, there is still a need for information on the mechanics of employing handicapped people. For example, where are they? What training programs are available to them? How are "reasonable accommodations" made?

Employers seeking handicapped job applicants should make their needs known to the local or state division of vocational rehabilitation. Both state and federal government agencies operate job training programs for handicapped people. (Almost 400,000 handicapped people are trained each year.) These agencies can help employers find qualified handicapped workers. In addition, each state employment security office has a staff person designated as a selective placement specialist. This person is responsible for the placement of handicapped job applicants. And also, local education agencies often have work-study programs, vocational education projects, and co-op programs for secondary level handicapped students. Liaison with these agencies can produce training programs which will prepare applicants for specific jobs.

The subject of reasonable accommodations is more complex. It includes job modification (alteration of equipment, seating arrangement, adaptive devices), job restructuring (giving impossible tasks to others in exchange for accomplishable ones), and architectural barrier removal (ramps, wide doorways, special parking). Guidance in this area is best obtained from professionals working in vocational rehabilitation, employment security, or other professions serving handicapped people. Also, possibly the greatest resource in the area of job accommodation is the handicapped job applicant himself. The employer should ask handicapped job applicants what they need in order to do the job. □

# WASHINGTON SCENE

NEARLY TWO YEARS after enactment of the landmark 1975 Education for All Handicapped Children Act (PL 94-142), the programs authorized by that legislation are about to become realities.

For much of those two years, the Bureau of Education for the Handicapped (BEH) in the Department of Health, Education, and Welfare has been drafting and redrafting regulations to implement PL 94-142.

NRPA and the National Therapeutic Recreation Society, the National Consortium on Physical Education and Recreation for the Handicapped, and others concerned with the way the new law would "work in the real world" maintained an active and continuous communication with BEH during this time.

In February of this year, a series of regional hearings was held on the draft proposals, which had been published by BEH in the *Federal Register* the previous December. NRPA as an organization, and many individual NRPA members, testified at these hearings.

The purpose of the 1975 Act was "to assure that all handicapped children have available to them a free and appropriate public education."

As part of this "free and appropriate" education, local school systems are obligated to provide "related services" which are the same as or similar to those given nonhandicapped children—such as physical education, arts and crafts, and recreation.

The regulations define "recreation" to include "assessment of leisure function," "therapeutic recreation services," "recreation programs in schools and community agencies," and "leisure education."

While the final version is not "word-for-word" commensurate with the definition NRPA had closely supported, it is compatible.

Under the program, each state educational agency is required to submit to BEH an annual program plan detailing the policies and procedures which the state will undertake to reach its "full educational opportunity goal."

In anticipation of the actual imple-

mentation of PL 94-142, BEH has funded several research and demonstration projects aimed at developing programs and materials for use in educating the handicapped.

The results of one such study conducted by the National Institute of Community Recreation for the Handicapped at the University of Iowa will be available this month.

The publication, *Educating the Handicapped Child for Leisure Fulfillment*, is directly related to the services and programs mandated by PL 92-142.

The publication is expected to cover the rationale for leisure services, leisure education and interpretation of the PL 94-142 regulations, in-service training and standards for personnel.

Copies will be available by writing to the National Institute on Community Recreation for the Handicapped, Recreation Education Program, University of Iowa, Iowa City, Iowa 52242.

As funds become available, this program has a great potential for local park and recreation agencies to become involved in the provision of recreation opportunities through "mainstreaming" of handicapped children into the activities of the nonhandicapped and through specialized therapeutic recreation.

For fiscal year 1978, the first full year of the grants program, \$465 million has been appropriated.

Publication of the PL 94-142 regulations is another step in a continuing series of efforts by the recreation community to improve the lives and aspirations of the handicapped.

The ultimate significance of this particular law will largely be determined by the extent to which interested and concerned professionals in recreation and education can cooperatively address the needs of the handicapped.

The Association will continue to be involved in future activities related to this particular law.

Copies of the regulations are available from the Division of Public Affairs, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209.

—Beth Kravetz

Reprinted from

Parks and Recreation  
Official Publication of the National  
Recreation and Park Association

Volume 12, Number 11, November 1977

## White House Conference Hears NRPA Position on Handicapped

IN A SPECIAL POSITION statement presented at the recent White House Conference on Handicapped Individuals, NRPA strongly aligned itself with efforts to improve the quality of life for the handicapped and urged conference participants to devote "serious and detailed study to recreation and related leisure services as an important basic right of handicapped citizens."

In introducing the statement, which had previously been approved by the Board of Trustees, NRPA commended conference organizers "for their recognition of recreation as an important contributor to the quality of life for handicapped individuals."

The Association also declared its "full support of the conference objectives as they have been set forth by the

President and the Congress of the United States."

The position statement included a resolution and recommendations, reproduced below in full, which were "offered to conference delegates and others who share the Association's desire and concern for the health, welfare, and overall quality of life for handicapped citizens."

*Whereas*, in spite of over two decades of involvement of public, private, and commercial human service agencies such as recreation, the handicapped citizen continues to encounter debilitating social, economic, and attitudinal barriers in the pursuit of recreation and related leisure opportunities and services; and,

*Whereas*, in spite of the existence of mandates and requirements to the contrary, the majority of public, private, and commercial recreation and related leisure service areas and facilities have not been properly designed or modified to accommodate and serve the handicapped; and,

*Whereas*, recreation and leisure service agencies still fall short of desired outcomes in their attempts to satisfy the handicapped person's need for adequate transportation and public, private, and commercial recreation programs and services; and,

*Whereas*, misunderstanding, stereotyping, and even stigmatizing of handicapped persons by recreation and park personnel, public officials, policy makers, the general public, and, in some cases, the handicapped citizens themselves have tended to result in a low level of concern or services to this segment of the population; and,

*Whereas*, public and private human service agencies, including park and recreation agencies, have generally failed to involve handicapped citizens in the decision-making process at the policy and planning levels; and,

*Whereas*, public information and education organizations and systems have not sufficiently reached or encouraged the involvement of handicapped citizens in ongoing recreation programs and related leisure services in the community; and,

*Whereas*, park and recreation professionals are not fulfilling their advocacy role on behalf of handicapped citizens; and,

*Whereas*, there has been inadequate impetus in local communities to stimulate appointed and elected officials to allocate sufficient funds to support the development of specialized services to handicapped citizens; and,

*Whereas*, the majority of federal, state, and local agencies have yet to provide adequate and ongoing funding support and related assistance to the park and recreation movement in the provision of recreation and leisure services for handicapped citizens,

*Now, therefore, be it resolved* that the Board of Trustees of the National Recreation and Park Association strongly endorses the objectives of the White House conference and wishes to express appreciation to the President and the Congress for this initiative to alleviate the inequities that lower the quality of life for the nation's handicapped citizens.

*Be it further resolved* that the National Recreation and Park Association further wishes to urge the participants in the White House conference to give serious and detailed study to

recreation and related leisure services as an important basic right of handicapped citizens. In this regard, NRPA encourages review and consideration of the following recommendations:

1. A national program should be established to facilitate recruitment, employment, and training of handicapped citizens in all areas, including parks and recreation. Such assistance should include financial aid for education and training for careers in parks and recreation.
2. Government at all levels, as well as the private sector, should be encouraged to extend current programs to provide financial assistance to public and private agencies serving handicapped citizens.
3. The Bureau of Education for the Handicapped and other federal units should substantially increase funding allocations for research to increase understanding of the factors contributing to satisfying recreation participation for handicapped persons.
4. A mechanism should be created to join authorities at the federal, state, and local level in a common effort to facilitate effective resource utilization with respect to the coordination, operation, and implementation of recreation and leisure programs and services for handicapped citizens.
5. The President is urged to direct the Department of Transportation to develop and adopt an affirmative action policy regarding accessibility as related to tourism and other leisure experiences dependent upon the various forms of transportation under its jurisdiction and control.
6. Federal financial support should be made available to establish effective mechanisms to enforce compliance with existing accessibility legislation particularly in relation to parks, recreation, and related leisure areas and facilities.
7. Organizations like the National Recreation and Park Association should become more involved in the development of legislation that is responsive to the needs and expectations of the handicapped citizen.
8. The White House conference planners and delegates should recognize the inestimable values and benefits that leisure counseling can contribute to the health and well-being of all handicapped citizens and make productive determinations and subsequent recommendations that will instigate the planning and funding of leisure counseling programs and services at the federal, state, and local levels.
9. The White House conference planners and delegates should include provisions for the greatest possible involvement of concerned organizations such as the National Recreation and Park Association in conference "follow-up" and "feedback" to advocate and build upon the needs and accomplishments resulting from the White House Conference on Handicapped Individuals.



## A Guide to Action on Employment of Handicapped People in Recreation and Leisure Service Occupations

by Dr. John A. Nesbitt and Mr. Paul Hippolitus

(The following guidelines are based on a Working Plan Statement developed by the authors in conjunction with the development of the program and services of the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped. The authors of this article serve as chairman and secretary respectively of the Committee on Recreation and Leisure.)

### Introduction

The Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped was established in 1972. The Committee functions as a subcommittee of the President's Committee and it is represented on the Executive Committee of the President's Committee.

The members of the Committee on Recreation and Leisure represent each branch of National Recreation and Parks Association and the American Alliance for Health, Physical Education and Recreation; primary Federal agencies such as Office of Civil Rights, Bureau of Outdoor Recreation, National Park Service; voluntary health agencies such as the National Easter Seal Society and American Foundation for the Blind; and, consumer organizations such as the National Association of the Physically Handicapped.

### Employment of the Handicapped in Recreation and Parks

It is important when considering services to handicapped people to include opportunities for training and employment. Based on a recent survey conducted on employment of handicapped in public recreation and park service it is estimated that the rate of employment of handicapped in public recreation and park service is .5 per cent. Generally, this percentage is considered low or even very low. The implication that has been drawn by some observers is that this low rate of employment of handicapped is the result of values or attitudes which serve to exclude handicapped from employment and from service delivery. Conversely, recreation and park spokespersons have argued that recreation and park professionals and recreation and park agencies simply have not had the information or the opportunity to employ people who are handicapped. The information that follows in this article may prove of assistance to those recreation and park professionals who choose to pursue affirmative action in employment of people who are disabled.

Further, with affirmative action legislation recreation and park employers may be forced to consider the employment of handicapped people.



Anticipating a change in past hiring trends the recreation and park employer may wish to become aware of the agencies and organizations providing job preparation and placement services for the handicapped. Plus, they may wish to learn about architectural and programming accommodations for both employment service.

Information on employment and other accommodations can be obtained from the following agencies:

- Division of Vocational Rehabilitation
- Employment Service
- Local Workshops or Training Centers
- Local Mayor's, Governor's and President's Committees on  
Employment of the Handicapped
- Voluntary Health Agencies (Easter Seal Society, United Cerebral  
Palsy Association)

Qualified handicapped workers can give a local recreation and park program not only a productive worker but also a full-time advocate for the needs of handicapped people, a consultant on "how to" provide programs and a role model demonstrating to other handicapped people the appropriateness of recreation in their lives.

Your Role in Employment of Handicapped in Recreation and Leisure Occupations

The best way to get involved in employment of the handicapped is to become involved. Your first step is to answer the following 10 questions. The second step is to take action on these 10 functions.

|                                                                                                                                                                                                                                       | Answer |    | Time<br>Table for Action<br>(who, what, where, when<br>why and how) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----|---------------------------------------------------------------------|
|                                                                                                                                                                                                                                       | Yes    | No |                                                                     |
| 1. Have you become informed on employment of handicapped by obtaining information from the President's and Governor's Committees?                                                                                                     |        |    |                                                                     |
| 2. Have you become acquainted with one of the counselors at your local division of vocational rehabilitation office, and become familiar with the vocational rehabilitation training and placement of one or more of the DVR clients? |        |    |                                                                     |
| 3. Have you become familiar generally with the vocational rehabilitation clients served in your locality?                                                                                                                             |        |    |                                                                     |
| 4. Have you discussed the recreation and leisure service occupation opportunities in your locale with your vocational rehabilitation contact and made yourself available to provide detailed information as needed.                   |        |    |                                                                     |
| 5. Have you made yourself available to talk about leisure service occupations and opportunities with a handicapped person who would be referred by vocational rehabilitation?                                                         |        |    |                                                                     |

|                                                                                                                                                                                                                                                                                        | Answer |    | Time<br>Table for Action<br>(who, what, where, when<br>why and how) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----|---------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                        | Yes    | No |                                                                     |
| 6. Have you included people who are handicapped among those who you seek out for possible recruitment into the field because of their apparent aptitude for a professional recreation career (positive attitude, skills and talents, maturity, judgment in working with people, etc.)? |        |    |                                                                     |
| 7. Have you included recruitment among handicapped in the schools and in the community when you are recruiting for summer jobs and seasonal jobs, part-time jobs and volunteers or have you made an on-the-job training opportunity available for anyone who is handicapped?           |        |    |                                                                     |
| 8. Have you promoted the adoption in your agency or department of a policy supporting affirmative action for employment of handicapped? Are you applicable to legislative mandates such as section 503, 504, Rehab. Act.                                                               |        |    |                                                                     |
| 9. Have you made yourself available within your agency or to other agencies as a resource person on employment of handicapped in recreation and leisure?                                                                                                                               |        |    |                                                                     |
| 10. Have you employed a person who is handicapped?                                                                                                                                                                                                                                     |        |    |                                                                     |

Work on these 10 functions can be done individually by anyone who is motivated to contribute. Within a few months a motivated professional can take on an added competency area which will be an asset to his or her department and community. Beyond this there is the need for individuals to volunteer their time to their Mayor's and Governor's Committees, to their state recreation and park association, to the state vocational rehabilitation, and so on. Their contribution will be welcomed.

Model Plan of Communication in Employment of Handicapped in Recreation and Leisure Service Occupations

National Level

|                               |                                                                                                                                                                                                          |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Committee:                    | Dr. John A. Nesbitt and Mr. Paul Hippolitus<br>Chairman and Secretary<br>Committee on Recreation and Leisure<br>U.S. President's Committee on Employment of the<br>Handicapped<br>Washington, D.C. 20210 |
| Professional:                 | Mr. John Davis and Ms. Yvonne Washington<br>National Recreation and Park Association<br>1601 North Kent Street<br>Arlington, Virginia 22209                                                              |
| Vocational<br>Rehabilitation: | Rehabilitation Services Administration<br>Social and Rehabilitation Service<br>U.S. Department of Health, Education and Welfare<br>Washington, D.C. 20201                                                |



State Level

Committee: Governor's Committee on Employment of the Handicapped in each state.

---

---

---

Professional: State Park and Recreation Association in each state.

---

---

---

Vocational Rehabilitation: State Vocational Rehabilitation Program in each state.

---

---

---

Local Level

Committee: Mayor's Committee on Employment of the Handicapped contact or groups concerned with employment of the handicapped and

---

---

---

Professional: Department of Recreation, or Parks and Recreation and Parks.

---

---

---

Vocational Rehabilitation or Employment Services:

Local vocational rehabilitation counselor or employment service contact on employment in recreation and leisure service occupations.

---

---

---

Special Education

Local education agency special education job placement coordinator.

---

---

---

## Resources

The following publications are available from the U.S. President's Committee on Employment of the Handicapped, Washington, D.C., 20210. You may also wish to request that your name be added to the mailing list for the Newsletter of the Committee on Recreation and Leisure.

### General Publications

- 6-30 Teacher's Manual (To Accompany "How To Get A Job")
- 6-37 How To Get A Job
- 6-81 So You're Going To Hire A Mentally Restored Person
- 6-85 So You're Going To Hire A Mentally Retarded Person
- 6-156 Guide To Job Placement Of The Mentally Restored
- 6-241 About Jobs And Mentally Retarded People
- 6-255 Preparing For Work
- 6-268 A Bright Future
- 6-272 People Are Asking About.....Displaying the Symbol of Accessible
- 6-278 People At Work
- 6-279 One In Eleven
- 6-281 Architectural Checklist - Making Colleges & Universities Accessible
- 6-284 American Profile II, What Cities & Counties are Doing
- 6-291 Disability Is No Handicap For Dupont
- 6-294 People
- 6-298 Guide To Job Placement Of Mentally Retarded Workers
- 6-299 Your New Blind Secretary
- 6-302 Hiring The Handicapped Facts And Myths
- 6-303 Respond To: Workers With Epilepsy
- 6-304 An Invitation To Those Youths Who Aren't Afraid To Get Involved
- 6-305 Signs For The Future
- 6-306 America's Major Metropolitan Areas: How Handicap Adults Are Faring
- 6-308 Directory Of Organization Interested In The Handicapped
- 6-309 A Handbook On The Legal Rights Of Handicapped People
- 6-311 Workers Compensation: Facts For The Deaf
- 6-314 Respond To: Workers With Muscular Dystrophy
- 6-315 Affirmative Action To Employ Handicapped People (A Pocket Guide)
- 6-323 Guilty Buildings
- 6-326 Careers For The Homebound
- 6-326 Rehabilitation Worldwide
- 6-331 The Handicapped H.E.W. Moving On Civil Rights
- 6-333 Affirmative Action To Employ Disabled Vets And Veterans  
Of The Vietnam Era
- 6-339 Bibliography Of Secondary Materials For Teaching Handicapped  
Students
- 6-340 All You Need To Know About Hiring People With Disabilities
- 6-341 So You've Hired A Person With A Hearing Impairment
- 6-342 Creative Volunteering
- 6-343 Adopting The Laws To The Needs
- 6-344 Wheelchair Symbol Decal
- 6-345 Getting Through College With A Disability
- 6-346 30th Annual Ability Counts Survey Contest

- 6-347 The President's Committee On Employment Of The Handicapped
- 6-348 Pathway's To Employment
- 6-350 How To Communicate To And About Handicapped People
- 6-351 Affirm Your Action
- 6-352 Facts About Handicapped People
- 6-353 People Just Like You.....An Activity Guide
- 6-355 Respond To: Workers With Cystic Fibrosis
- 6-356 Presenting Disabled People

#### Recreational, Cultural, Park and Leisure Publications

- 6-267 A List of Guidebooks for Handicapped Travelers
- 6-285 Highway Rest Areas for Handicapped Travelers
- 6-288 Recreation Is For Handicapped People
- 6-337 Facts You Should Know About Hiring the Handicapped in Recreation
- 6-349 Employment of Handicapped People in Leisure Occupations

National Forum on Recreation and Parks for the Handicapped

#### Special Newsletters of the Committee on Recreation and Leisure

- \* Testimony on Architectural Barriers Before the Architectural and Transportation Barriers Compliance Board
- \* Cultural Festival for the Handicapped
- \* A Model State Committee on Recreation for the Handicapped
- \* A Proclamation - The Leisure Needs of Handicapped People
- \* Special Edition, Non-Discrimination with Respect to Handicapped People in Federally Assisted Programs
- \* A Look at the Importance of Leisure for Handicapped People

Task Force on Evaluation in Community Recreation for  
Handicapped

Members: Jay Shivers, Eileen Ackner Kasson, Cynthia Pradon,  
Jerry Jordan, Myra Ivor, Stan Labanowich, Thad Studstill.

At the National Conference on New Models for Community Recreation and Leisure Programs and Services for Handicapped Children and Youth, a Task Force on Evaluation of Community Recreation for Handicapped was convened. The specific function of this task force was to review procedures and instruments for the evaluation of participant gain with respect to affective, cognitive, physical and social performance. In light of this responsibility, the task force made the following recommendation:

The community based recreational service program should be encouraged to supply appropriate recreational activities for all atypical persons residing in the community. In order to determine whether such programs are actually meeting the recreational needs of atypical individuals the normal processes of evaluation should be employed.

The methods of evaluation should conform to the techniques routinely used in the assessment of total recreational service in the community.

The essential function of evaluation is to determine the extent to which normalized recreational experiences are offered to the atypical.

Such a commitment is necessary to insure that recreational services are offered to the atypical. Fundamentally, the presumed ethic of primary responsibility for such service will best be implemented in this way. The insecurity of the community recreationist may thereby be mitigated and objections to such services will be overcome.



## Evaluation of Program Services in Community Recreation for Handicapped

by Dr. Jay Shivers

Evaluation concerns judging the value of any experience, concept, process, or thing. Of course, the judgment assumes that standards or criteria exist by which a factor may be measured. Thus the value of one aspect, such as experience, may be determined on some known basis---for example, its promise of social contact or lack of interpersonal relationship. The value of each of several possible experiences may be assessed by comparison. In one instance, the intensity of relationship or social contact made possible, in another by the relative superficiality, denial or rejection of the individual in question. How effective an experience is can be judged on the basis of what the individual received from participation. The value of any experience may be gained from its impact upon the participant---that is, by the extent to which it, in itself or in comparison with other potential experiences, concludes in specifically desired changes in those having the experience.

Recreational activity, while not a complex process insofar as the individual is concerned, is, as a social institution, among the more complex procedures attempted within any sector of society. Recreational service becomes an intricate process dealing with the selection of concepts, objectives, delivery systems, administration, and all of the ramified functions which have come to be identified with the provision of recreational service. Choices have to be made in the design and implementation of a recreational service program, and the effectiveness of the program must be carefully scrutinized. The process of evaluation is a constant function to which all facets of a departmental system, organization, operation, and service must be subjected for study and assessment.

### The Determination of Objectives

The entire process of evaluation is based upon a comparison between any aspect which is to be evaluated and its proximity to the objective or objectives which have been pre-determined as achievable. The objectives of recreational service for the atypical population, regardless of its derivation and kind, can be shown to have a number of sources. As an instrument for the benefit of society, adapted recreational service is responsive to the needs and demands of the society from which it originates. Whether recreationists seek out these needs and initiate programs to satisfy constituent requests or actually propagandize the potential clientele, thereby creating demand where none existed previously, recreational service has responded both as a mirror of the culture and as an advocate for new and expanded horizons. The inexorable weight of society has required the establishment of the field of recreational service, at least in the public sector, to fulfill certain functions which otherwise would

not or could not have been accomplished by other sectors. Now that public sector agencies have demonstrated the feasibility of providing specific recreational activities for which there is a steady demand, private entrepreneurs have moved into the provision of services. Of course, certain private sector agencies have long since pioneered the provision of recreational service to atypical populations.

The needs of individuals comprise a second source for objectives. The extent to which recreational service can supply experiences, places, leadership or instruction in order to meet the common needs of all people, or the variants of these for individuals who constitute the potential participants of each agency, must be faced by each department sooner or later.

The law plays a significant role in the determination of objectives. Although some legislation is broad and generally calls upon public agencies to perform in certain ways so that minimum services of a recreational nature are provided, other statutes or codes may itemize and specifically demand that public or other agencies offer particular recreational services of a specific type and other relatively regulated conditions. The ability of the social sector agencies to live up to demands placed upon them by law offers a real source by which objectives may be selected.

Another source of objectives is found in the scholarly statements issued by a number of recognized authorities, professional associations, conferences, institutes, or commissions. The objectives of the field, whether broadly or narrowly construed, may be developed by scholars in the discipline and these writings, almost by default, may become the authority from which objectives for the field are defined.

From these varied sources a number of objectives may be formulated which will serve as the goals achievable by the means available. Evaluation is a fundamental factor in the selection of objectives. Investigation of needs and decisions on those to whom recreational services should be provided involves both systematic research and value judgments. Among the many possibilities some choice must be made, essentially by assessment of the rationale and logic supporting the divergent alternatives. Study of the consequences of pertinent research and of its relevance to recreational service planning embodies a form of evaluation. Philosophical orientations, by their very nature, compel consideration of values. If all of these aspects are not involved in choosing objectives, the ones which have been omitted may nullify efforts at achieving the objectives. As with any objectives, there may be freedom of choice, but the accomplishment of goals will be determined by the ability to perform and the availability of resources to insure success.

Establishment of the on-going process of evaluation requires the development of well-defined objectives. Initially, consideration must be given to the items in which evaluation of the agency may be made. Additionally, objectives should be signified which set forth what the agency is attempting to do and what its constituent personnel should achieve. Agency objectives will best be understood and accepted when there is cooperative effort on the part of all professional personnel at every level of the agency hierarchy. Neither the executive alone, nor supervisors alone, should set objectives to be reached. Objectives should be broadly stated. However, the wide latitude of objectives must be susceptible to singular means for enactment. Other objectives will inevitably grow out of an appraisal of participant performance. Evaluation can never be looked upon as something apart from the performance of professional services to people. It is an integral factor of what the recreationist does to make his function more effective. Evaluation of performance is as significant as performance itself.

In establishing evaluative objectives, a distinct set of responsibilities is readily apparent. These facets of the organization can be grouped in general as agency organization, jurisdiction, finance, administration, personnel, planning, programming, physical plant, materials, public relations, coordination participation, and policy making. Thus, several separate areas emerge as having need for evaluation and each influences program possibilities. Among these are:

1. The implementation of recreational service having to do with the initiation and development of the agency.
2. Jurisdictional control, comprising the sphere of service within which the agency operates as well as the authority to organize and operate the agency.
3. Adequate financial support from whatever various sources are available to the agency.
4. Operational aspects for the administration of the agency.
5. Personnel standards, professional development, and management practices.
6. Planning for recreational service.
7. Programming recreational activities.
8. The development and maintenance of the physical plant including all structures and facilities.

9. The adequacy of all supplies, materials, and equipment for the performance of an on-going and pertinent recreational program.
10. The development of an on-going program of public relations.
11. The development of coordination between agencies for comprehensive and effective services.
12. The appraisal of the quality of participation and the number of users which the agency has.
13. The institution of policy to guide substantive behaviors and operations so that the most efficient and effective services will be provided to the agency's constituency.
14. Clientele perception of recreational service.

Continual procedures designed to determine the value of the recreational service agency in the community are essential if the agency is to realize its objectives in the provision of a comprehensive and balanced program of activities to meet the recreational needs of people. Because evaluation continues uninterruptedly, it is absolutely necessary that its standards, devices, and techniques be understood. Methods must be developed for gathering facts as to how closely the recreational agency approximates its goals, and the sources of these facts need to be identified. Evaluation must be based upon reliable measurement. Therefore, instruments or measuring devices that are accurate, consistently applicable to the areas undergoing evaluation, and easily administered by competent professionals are required.

#### Evaluation and Integration

Evaluation is or can be closely associated with every phase of the planning and operational aspects of any recreational service agency. Because of this fact, it is desirable that the process become a cohesive force which assures that all activities fulfill and contribute to the goals of recreational service for the atypical. Evaluation is both end-in-view and practice. As practice it includes studies and procedures designed to sustain or improve the quality of participation, methods of program presentation, profession personnel performance, and every aspect of agency operation. It is a process which discloses evidence of inadequacy, evidence of progress, and evidence of proximity to any ideal which has been selected as the agency's goal.

To the extent that evaluation is also an end, then it is improvement which more nearly exemplifies its meaning. Evaluation



includes both ends and means for it is a judgment that is reached concerning some person, place, or thing and it may also be described as a process for reaching judgments. How such judgments are reached and to what ends they may serve is a proper study for any recreationist who is concerned with evaluation procedures. It must also be understood from the outset that evaluation is a process of determining the degree to which recreational service objectives are achieved by the agency. It should never be thought of as a mere collection of techniques, the total of which equal the process. Among the principles of evaluation which can effectively guide the evaluation process are those which deal with:

1. Identification and understanding of what has to be evaluated. No method of evaluation can be chosen or initiated until the objectives of evaluation have been clearly set. The effectiveness of the evaluative process relies as much upon what is to be evaluated as it does upon the validity, stability, and reliability of the instruments employed.
2. Prior consideration should be given to the appropriateness of the evaluative technique chosen in terms of the aims to be served. Every evaluative technique has plus and minus factors in regard to gaining an understanding of what is being evaluated. Whichever technique is best fitted for the situation under examination should be utilized. It is not a question of which procedure to use, but which best meets the needs insofar as appropriateness is concerned.
3. An inclusive program of evaluation requires diverse techniques and instrumentalities if it is to be effective and valuable. No one evaluation technique is adequate for determining all of the significant products of recreational service. A variety of devices, including objective, subjective, and observational methods are required to evaluate the host of possibilities which are included in the outcome of any recreational program. A variety of techniques may be fruitful particularly when any single instrument is relatively limited in scope. By combining several or many procedures there is a greater likelihood that a more accurate and adequate judgment will be able to be made.
4. Appropriate use of evaluation techniques requires complete understanding of both strengths and weaknesses of the procedures. Evaluation techniques can vary from quite precise instruments, e.g., quantitatively based statistics dealing with participant use of agency facilities, to highly subjective narrative reports. Of course, there is always the possibility of incorrect analysis of evaluation results. Sometimes accuracy is imparted to instruments where the instruments are not precise. There should be a recognition

on the part of evaluators that most techniques are limited and should not be credited with qualities not possessed.

5. Evaluation is a process that has justification only to the extent to which the results are put to appropriate use. If evaluation were to be considered an exercise rather than a means for delivering better services, it would be better left undone. When evaluation is seen as a process for obtaining information upon which substantive decisions can be based for improved services in every phase of agency operation, then the process has served its purpose. Implied in this rule is the concept that objectives are clearly defined prior to the initiation of the process; that the techniques utilized were appropriate for the purposes identified; that decisions would be guided in light of what evaluative procedures elicited; and that the varied evaluative techniques employed are chosen on the basis of value to improved agency offerings, organization, and administration.

#### Program Questions

##### Program Content

- Is the program comprehensive, balanced, and flexible?
- Are community resources used maximally?
- Does the program reflect the purpose and policies of the agency?
- Is every effort made to involve lay participation in the organization of activities?
- Are all segments of the population considered?
- Does the program meet the recreational needs of atypical persons living in the community?

##### Program Meaning

- Is there carry-over value for individuals in activities used in the program?
- Does the individual obtain a sense of achievement, self-expression, satisfaction, enjoyment, or self-actualization from participation?
- Does the individual attain a sense of belonging to some group as a result of program participation?
- Does the individual identify with a group as a result of participation in programmed activities?
- Are individual differences in skill, maturity, intellect, prior experience, age, sex, atypicality, or handicap taken into consideration?
- Is there opportunity for creativity?
- Is there opportunity for socialization?
- Is there opportunity for individualization?
- Does the activity promote good will within the community?
- Is the program responsive to the atypical person's needs?
- Are artificial barriers to activity eliminated?

Are activities, rules, regulations, spaces, or other relevant activity function modified so that atypical persons can participate?

#### Program Standards

The program of any recreational service agency consists of all those activities provided by the agency which meet the recreational needs of the atypical. The program consists of a balance of activities which is produced on a full-time, year round basis in which all age, sex, racial, religious, economic, social status, or atypical populations may participate according to their several respective abilities and experiences.

The program will contain a balance of activities featuring recreational living experiences that provide social, cultural, emotional physical, and moral values for participating individuals. The program will consist of the following activities:

1. Art
2. Crafts
3. Dance
4. Drama
5. Education
6. Hobbies
7. Motor skills
  - a) Individual, dual, and team competitive and non-competitive activities
  - b) Games
  - c) Aquatics
  - d) Sports
8. Nature oriented experiences
9. Music
10. Service or volunteering
11. Social activities.
12. Special events.

#### Criteria for the Selection of Activities

It is inappropriate to select activities on any basis other than considering the objectives of the activity as being measurable. Some concepts are inherent within the activity. They are not valid as criteria. The recreationist has to develop other forms of criteria for activity.

Criteria in terms of activities that can be measured include:

1. Is the activity socially acceptable
2. Enjoyment (by attitudinal survey)
3. Safety precautions
4. Skill
5. Participation

6. Balance of program
7. Comprehensiveness of program
8. Variability of program content
9. Equal opportunity for all potential participants
10. Accessability to program
11. Physical fitness and health factors
12. Citizenship opportunities
13. Mainstreaming
14. Leisure counseling
15. Participant planning of program



General Review of Evaluation Practices and Procedures in Community  
Recreation and Park Service Which May be Applied to Community  
Recreation for Handicapped

by Ms. Cynthia Pradon

Evaluation is an important aspect of the contemporary system of delivery of human services. "Accountability" has become the byword of public agencies at all levels - local, state and Federal.

The following information is based on an extensive review of the professional literature of recreation and park service. The review has included recreation and parks textbooks and the primary periodicals in recreation and park service.

This information is intended to serve as an aid to administrators and supervisors in developing a general plan for review or evaluation of programs and services. In many respects, the same basic review procedures that one would use for a non-handicapped population would apply to a population composed of individuals with varying types and degrees of handicap. However, additional information is provided in this paper which applies directly to review of programs and services for handicapped.

### Areas of Evaluation

The following list of aspects of recreation service have been identified by authors of recreation literature as being areas which should be considered by recreation agencies in evaluation of their services.

- Activities
- Administration
- Community
- Equipment
- Facilities
- Financing
- Government (Policies and Practices)
- In-Service Training
- Land and Water Areas
- Legislation
- Maintenance
- Participant(s)
- Personnel
- Philosophy and Goals
- Program
- Public Opinion
- Public Relations
- Total Recreation Service System

### Methods and Techniques for Evaluation

The following evaluative methods and techniques have been identified by authors of recreation literature as being used by recreation agencies for the evaluation of their services.

- Administrative Surveys
- Anecdotal Records
- Attitude Scales
- Case Studies
- Checklists
- Comprehensive Surveys
- Critical Incident Records
- Cumulative Records
- Demonstration Tests
- Employee Rating Scales
- Experimental Projects
- Financial Records
- Historical Analysis
- Interest Checklists
- Interviews
- Inventories
- Measuring Adequacy by Acceptable Standards
- Measuring Performance by Acceptable Standards
- Observation
- Periodic Written Reports
- Personnel Reports
- Pilot Projects
- Post-Meeting Reaction Sheets
- Program Forms
- Projective Methods
- Psychological Tests
- Questionnaires
- Rating Scales
- Reports from Co-Workers
- Reports from Participants
- Review of Accomplishments
- Self Appraisal
- Sociometric Methods
- Statistical Records
- Tests of Physical Performance

### Instruments Used in Evaluation

The following instruments have been identified by authors of recreation literature as being used for evaluating various aspects of recreation services. The evaluation instruments, contained in the list, have been arranged according to the aspect of service for which they are used primarily. Also, where it was known, the specific evaluative methods or techniques employed by the instruments have been identified.

#### ACTIVITIES

Party Post-Mortem  
(questionnaire)<sup>1</sup>

#### FACILITIES

Is Your Playground Surfacing Safe?<sup>2</sup>

Outdoor Recreation Space Standards<sup>3</sup>

Playgrounds: Their Administration and Operation<sup>4</sup>

Summer Playground Evaluation--A Checklist<sup>5</sup>

A Questionnaire for Facility Adequacy<sup>6</sup>

#### FACILITIES AND PROGRAMS

A New Formula for Determining Summer Playground Attendance<sup>7</sup>

Schedule for the Appraisal of Community Recreation<sup>8</sup>

#### THE PARTICIPANT

Individual Evaluation Sheet, Jamestown, North Dakota,  
Department of Activity Therapies<sup>9</sup>  
(rating scale)

A Rating Scale for Behavior Which Indicates That One is Growing  
In the Ability to Cooperate<sup>10</sup>

A Rating Scale for Behavior Which Indicates That One is Growing  
In Moral and Ethical Character<sup>11</sup>

The Matrix Chart<sup>12</sup>  
(sociometric methods)

The Sociogram<sup>13</sup>  
(sociometric methods)



### THE PARTICIPANT (Cont.)

A Behavioral Approach to Evaluating the Effectiveness of Recreation and Youth Services Programs<sup>14</sup>

### PERSONNEL

An Illustrative Checklist of Leader Behaviors for Self-Evaluation<sup>15</sup>

Evansville, Indiana, Public Recreation Commission--Employee Service Rating Record<sup>16</sup>  
(rating scale)

Evansville, Indiana, Public Recreation Commission--Supervisory Rating Record<sup>17</sup>  
(rating Scale)

The Leader Behavior Description Questionnaire<sup>18</sup>

Nassau County, Department of Recreation and Parks, Performance Evaluation<sup>19</sup>  
(checklist)

Leadership Performance Evaluation--Rating Scale, Recreation and Parks Department, Montclair, New Jersey<sup>20</sup>

Employee Performance Record, Richmond, California, Recreation and Parks Department<sup>21</sup>  
(questionnaire, rating scale)

Employee Appraisal System, Long Beach, California, Recreation and Parks Department<sup>22</sup>  
(questionnaire)

Employee Evaluation Report  
Edmonton, Alberta, Canada Parks and Recreation Department<sup>23</sup>  
(descriptive self-appraisal, and descriptive appraisal by supervisor)

Individual Performance-Promotability Rating, YMCA of Nassau-Suffolk<sup>24</sup>  
(rating scale)

### THE PROGRAM

A Systems Approach Formula to Recreation Program Planning<sup>25</sup>

A List of Evaluative Criteria<sup>26</sup>  
(group discussion, questionnaire, observation)

#### PUBLIC OPINION

An Inventory of Parent Opinion<sup>27</sup>  
(rating Scale, questionnaire)

Illustration of Use of Citizen Surveys by a Single  
Operating Agency for an Annual Assessment of Its Services--  
Recreation<sup>28</sup>  
(rating scale, questionnaire)

#### PUBLIC RELATIONS

Questionnaire for Public Relations Effectiveness<sup>29</sup>

#### THE TOTAL RECREATION SERVICE SYSTEM

Checklist on How to Improve Municipal Services<sup>30</sup>

Evaluative Instrument<sup>31</sup>  
(rating scale)

Evaluation of Community Recreation: A Guide to Evaluation  
with Standards and Evaluative Criteria<sup>32</sup>  
(rating scale)

Recommended Standards with Evaluative Criteria for Recreation  
Services in Residential Institutions<sup>33</sup>

Schedule for the Appraisal of Community Recreation<sup>34</sup>

Measuring the Effectiveness of Local Government Services:  
Recreation<sup>35</sup>  
(mathematical formuli, statistical records, community surveys,  
public opinion polls, questionnaires, periodic observation)

## Behavioral Assessment Resources

In a paper prepared for the 1977 Western Symposium on Therapeutic Recreation, Dr. Doris L. Berryman presented a list of instruments and resources for behavioral assessment.<sup>36</sup> The following is a listing of the primary instruments and resources contained in Berryman's paper.<sup>37</sup>

### Self-Concept Scales

#### Primary Self-Concept Inventory

Douglas G. Muller and Robert Leonetti, Learning Concepts, 2501 N. Lamar, Austin, Texas. 77805.

#### Tennessee Self-Concept Scale \* (Counseling Form; and, Clinical and Research Form)

#### Preschool Self-Concept Picture Test \*

#### The Piers-Harris Children's Self-Concept Scale \*

### Social and Adaptive Behavior

#### Adaptive Behavior Scale \*

#### T. M. R. Performance Profile for the Severely and Moderately Retarded

A.J. Dinola, B.P. Kaminsky, and A.E. Sternfeld, Reporting Services for Exceptional Children, 563 Westview Avenue, Ridgefield, New Jersey.

#### The Florida State University Diagnostic Battery of Recreative Functioning for the Trainable Mentally Retarded

Jean Mundy, Department of Recreation, Florida State University, Tallahassee, Florida. 32206.

#### Scale of Real-Life Ability

D.H. Scott and L.H. Duncan, Centre for Educational Disabilities, University of Guelph, Guelph, Ontario, Canada.

#### Balthazar Scales of Adaptive Behavior for Profoundly and Severely Mentally Retarded

Earl E. Balthazar, Research Press Company, Box 3177, 2612 N. Mattis Avenue, Champaign, Illinois. 61820

#### Community Adaptation Schedule \*

\* Descriptive information will be found in the Seventh Mental Measurements Yearbook.<sup>37</sup>

### Developmental Scales

Vallett Developmental Survey of Basic Learning Abilities \*

California Preschool Social Competency Scale \*

Preschool Attainment Record \*

Bayley Scales of Infant Development \*

Denver Developmental Screening Test \*

Gessell Developmental Tests \*

### Leisure Interest Inventories

Leisure Activities Blank  
Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California. 94306

Mirenda Leisure Interest Finder  
Milwaukee Public Schools Division, Division of Municipal Recreation and Adult Education, P.O. Drawer 10-K, Milwaukee, Wisconsin. 53201.

Inventory of Leisure Interests  
Professor Edwina E. Hubert, Department of Recreation, University of New Mexico, Albuquerque, New Mexico.

Self Leisure Interest Profile  
Educational Support Systems, Inc., Salt Lake City, Utah.

### Arts

Musical Aptitude Profile \*

Interest Inventory for Elementary Grades  
M. Dresse and E. Mooney, Center for Psychological Services, 1835 Eye Steet, N.W., Washington, D.C. 20006.

Independent Activities Questionnaire \*

Geist Picture Interest Inventory  
H. Geist, Western Psychological Service, 12031 Wilshire Blvd., Los Angeles, California. 90025.

Brook Reaction Test \*

\* Descriptive information will be found in the Seventh Mental Measurements Yearbook.<sup>37</sup>



### Perceptual/Sensory Motor

The Purdue Perceptual Motor Survey \*

Southern California Perceptual Motor Tests \*

Illinois Test of Psycholinguistic Abilities \*

Bender-Gestalt Test \*

The Bender Visual-Motor Gestalt Test for Children\*\*

The Meeting Street School Screening Test\*\*

AAHPER-Kennedy Foundation Special Fitness Test for the Mentally Retarded\*

Frostig Movement Skills Test Battery

R.E. Orpet, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California. 94306.

### Texts and Other Resources

- Handbook of Research Design and Social Measurement, 2nd edition, Delbert C. Muller, N.Y.: David McKay Company, Inc., 1970.
- Group Processes, 2nd edition, Joseph Luft, Palo Alto, California: Mayfield Publishing Company, 1970.
- Developing Observation Skills, Carol A. Cartwright and D. Philip Cartwright, N.Y.: McGraw-Hill Book Company, 1974.
- American Guidance Services, Inc., Publishers' Building, Circle Pines, Minn. 55014.  
Publishers of psychological and educational tests and developmental learning materials.
- Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California. 94306.  
Publishers of psychological and educational tests and services.
- The Psychological Corp., Western Region-Polk and Geary, San Francisco, California. 94109. OR Suite 290 1900 Avenue of the Stars, Los Angeles, California. 90067. Publishers of psychological and educational tests and services.
- University Associates, Inc., 7596 Eads Avenue, La Jolla, California. 92037.  
Publishers of human relations training materials which include a number of methods strategies for assessing values, attitudes (cont.)

\* Descriptive information will be found in the Seventh Mental Measurements Yearbook.<sup>37</sup>

and beliefs. They also conduct training workshops and institutes.

- "Individualizing Your Treatment Program: A Case Study Using LMIT," David M. Compton and Donna Price in Therapeutic Recreation Journal, Vol. 5, No. 4, 1975, pp. 127-139.
- "The Comprehensive Evaluation in Recreational Therapy Scale: A Tool for Patient Evaluation." Robert A. Parker, et. al., In Therapeutic Recreation Journal Vol. 9, No. 4, 1975, pp. 143-152.
- Popham W. James, (ed.), Criterion Referenced Measurement, Englewood Cliffs, N.J.: Educational Technology Publications, 1971.
- Thorndike, Robert L. and Hagen, Elizabeth, Measurement and Evaluation in Psychology and Education, (third edition), N.Y.: John Wiley and Sons, Inc., 1969.

In addition to the instruments identified by Berryman, the Leisure Information Services,<sup>38</sup> in a survey of norm-referenced instruments, identified the following instruments for assessing and evaluating an individual's behavior.<sup>39</sup>

#### Social Behavior

Adaptive Behavior Scale for Adults, 13 Years And Older  
Kazu Hibera, American Association on Mental Deficiency, 5201  
Connecticut Avenue, N.W., Washington, D.C. 20015.

#### Intelligence Tests

California Test of Mental Maturity\*

Wechsler Preschool and Primary Scale of Intelligence\*

Wechsler Intelligence Scale for Children, Revised\*

#### Assessment Instruments

The following listing contains:

1. Instruments that can be used for assessing and evaluating various aspects of therapeutic recreation service; and,
2. Resources which identify various procedures used for evaluating and assessing various aspects of therapeutic recreation service.

#### Therapeutic Recreation Assessment Instruments

"Activities of Daily Living Survey"<sup>40</sup>

"Activity Configuration"<sup>41</sup>

"Group-Interaction Skill Survey"<sup>42</sup>

"Individual Evaluation Sheet"<sup>43</sup> (Jamestown, North Dakota,  
Department of Activity Therapies)

"Recommended Standards with Evaluative Criteria for Recreation  
Services in Residential Institutions"<sup>44</sup>

"Recreation Survey"<sup>45</sup>

"Survey of Task Skills"<sup>46</sup>

"The Evaluation Form"<sup>47</sup>

"Standard for Recreation Services in Facilities for the  
Mentally Retarded"<sup>48</sup>

"Standards for Therapeutic Recreation in Psychiatric Facili-  
ties"<sup>49</sup>

\* Descriptive information will be found in the Seventh Mental  
Measurements Yearbook.<sup>37</sup>

### Therapeutic Recreation Assessment Resources

- Compton, David M. "A linear Approach for Delivering Individualized Therapeutic Recreation Service," Journal of Physical Education and Recreation, January, 1976, pp. 27-28.
- Iowa Chapter, American Institute of Architects. Accessibility - The Law and Reality: A Survey to Test the Application and Effectiveness of Public Law 90-480 in Iowa. Des Moines: Iowa Chapter American Institute of Architects, Easter Seal Society for Crippled Children and Adults of Iowa, Inc., and Iowa Governor's Committee on Employment of the Handicapped, 1974. 68pp.
- Gresk, Robert C. Fiscal Year 1975 Annual Evaluation Report Under P.L. 89-313 Amendment to Title I, Elementary and Secondary Education Act. Milwaukee County Division of Mental Health, 10437 Watertown Plank Road, Milwaukee, Wisconsin, 53226. 33pp. and Appendices.
- Krey, Russell and Sharon Krey. Activities Therapy: An Investigative Approach to Individual Program Planning Utah: Dana Press, 1977.
- Leisure Information Service. "Evaluation," in A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12). Washington, D.C.: Hawkins and Associates, Inc., 1976, pp. 156-182.
- Leisure Information Service. "Listing of Assessment Instruments" in A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12). Washington, D.C.: Hawkins and Associates, Inc., 1976, pp. 404-415.
- Linford, G.A. "A Criterion-Referenced Approach to Program Evaluation in Therapeutic Service," Therapeutic Recreation Journal Vol. 5 No. 2. 1971. pp. 54-56.
- Musgrove, D.G. "The Application of Systems Analysis Theory to Therapeutic Recreation Service," Therapeutic Recreation Journal, Vol. 5, No. 2. 1971, pp. 60-62.
- Peterson, C.A. "Application of Systems Analysis Procedures To Program Planning in Therapeutic Recreation Service," in E.M. Avedon, Therapeutic Recreation Service: An Applied Behavioral Science, Englewood Cliffs: Prentice-Hall, Inc., 1974, pp. 128-155.



### Footnotes

<sup>1</sup>Dayton, Ohio, Bureau of Recreation, "Party Post-Mortem," Recreation, September, 1964, p. 362.

<sup>2</sup>George D. Butler, "Is Your Playground Surfacing Safe?" Recreation, April, 1963, p. 193.

<sup>3</sup>Outdoor Recreation Space Standards (New York: National Recreation Association, 1965).

<sup>4</sup>George D. Butler, Playgrounds: Their Administration and Operation, rev. ed. (New York: The Ronald Press Company, 1950).

<sup>5</sup>Summer Playground Evaluation--A Checklist (New York: National Recreation Association, 1953).

<sup>6</sup>Harold D. Meyer and Charles K. Brightbill, Community Recreation: A Guide to Its Organization (Englewood Cliffs: Prentice-Hall, Inc., 1964), pp. 404-5.

<sup>7</sup>New Formula for Determining Summer Playground Attendance (New York: National Recreation Association, 1951).

<sup>8</sup>Schedule for the Appraisal of Community Recreation (New York: National Recreation Association, 1951).

<sup>9</sup>Richard Kraus, Recreation Today: Program Planning and Leadership (Pacific Palisades: Goodyear Publishing Company, Inc., 1966), p. 426.

<sup>10</sup>Howard G. Danford, Creative Leadership in Recreation, revised by Max Shirley (Boston: Allyn and Bacon, Inc., 1970), p. 372.

<sup>11</sup>Ibid., p. 373.

<sup>12</sup>Ibid., pp. 364-5.

<sup>13</sup>Ibid.

<sup>14</sup>Recreation and Youth Services Planning Council, A Behavioral Approach to Evaluating the Effectiveness of Recreation and Youth Services Programs (Los Angeles: Recreation and Youth Services Planning Council, 1966).

<sup>15</sup>Danford, Creative Leadership in Recreation, pp. 375-77.

- <sup>16</sup> Lynn S. Rodney, Administration of Public Recreation (New York: The Ronald Press Company, 1964), pp. 412-414.
- <sup>17</sup> Ibid., pp. 415-417.
- <sup>18</sup> Jay S. Shivers, Leadership in Recreational Service (London: The Macmillan Company, 1963), pp. 501-502.
- <sup>19</sup> Richard G. Kraus and Joseph E. Curtis, Creative Administration in Recreation and Parks (Saint Louis: The C.V. Mosby Company, 1973), pp. 70-71.
- <sup>20</sup> Richard G. Kraus and Barbara J. Bates, Recreation Leadership and Supervision (Philadelphia: W.B. Saunders Company, 1975), p. 167.
- <sup>21</sup> Ibid., p. 168.
- <sup>22</sup> Ibid., p. 168-169.
- <sup>23</sup> Ibid., pp. 169-170.
- <sup>24</sup> Ibid., pp. 170-171.
- <sup>25</sup> Alan R. Shannon, "A Systems Approach to Recreation Planning," Parks and Recreation (September, 1975), pp. 32-33.
- <sup>26</sup> Danford, Creative Leadership in Recreation, pp. 358-360.
- <sup>27</sup> Ibid., pp. 378-81.
- <sup>28</sup> Keneth Webb and Harry P. Hatry, Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments (Washington D.C.: The Urban Institute, 1973), pp. 89-91.
- <sup>29</sup> Meyer and Brightbill, Community Recreation, pp. 413-414.
- <sup>30</sup> Checklist on How to Improve Municipal Services (Chicago: International City Managers' Association, 1958).
- <sup>31</sup> Jay S. Shivers, Principles and Practices of Recreational Services (New York: Macmillan Company, 1967), pp. 475-86.
- <sup>32</sup> Great Lakes District Program Standards Committee, Evaluation of Community Recreation: A Guide to Evaluation with Standards and Evaluative Criteria (New York: National Recreation Association Research Department, 1965).

<sup>33</sup> Doris L. Berryman, Project Director: Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions (New York: New York University, School of Education, 1971).

<sup>34</sup> Schedule for the Appraisal of Community Recreation (New York: National Recreation Association, 1940).

<sup>35</sup> Harry P. Hatry and Diana R. Dunn, Measuring the Effectiveness of Local Government Services: Recreation (Washington D.C.: The Urban Institute, 1971).

<sup>36</sup> Doris L. Berryman, "Client Assessment for Prescriptive Programming" and "Some References and Resources on Behavioral Assessment" in Horizons West: I: Therapeutic Recreation Conference, Selected Papers from the 1977 Western Symposium for Therapeutic Recreation, eds. Isabelle M. Walker, and Jean R. Tague (1977). pp. 24-31. May be purchased for \$5.00 from Jean R. Tague, Dept. of Recreation and Leisure Studies. California State University, Northridge, California. 91324.

<sup>37</sup> A description of the instruments which are followed by an asterisk may be found in the Seventh Mental Measurements Yearbook by Oscar K. Buros, Highland Park, N.J. The Gryphon Press, 1972.

<sup>38</sup> A Systems Model for Developing A Leisure Education Program for Handicapped Children and Youth (K-12). Leisure Information Service, Washington, D.C.: Hawkins and Associates, Inc., 1976.

<sup>39</sup> A description of the instruments which are followed by an asterisk may be found in Burros, Seventh Mental Measurements Yearbook.

<sup>40</sup> Anne Cronin Mosey, Activities Therapy (New York: Raven Press Publishers, 1973) pp. 94-95.

<sup>41</sup> Ibid., pp. 101-102.

<sup>42</sup> Ibid., pp. 92-93.

<sup>43</sup> Kraus, Recreation Today, p. 426.

<sup>44</sup> Berryman, Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions.

<sup>45</sup> Mosey, Activities Therapy, pp. 98-99.

<sup>46</sup> Ibid., pp. 90-91.

<sup>47</sup> Jo Witt and Peter Witt, "Planning and Evaluation of Recreational Activities in Therapeutic Settings," Therapeutic Recreation Journal, Vol. IV, No.4, 1970. pp.35,37.

<sup>48</sup> Joint Commission on Accreditation of Hospitals, "Standard for Recreation Services in Facilities for the Mentally Retarded," in Gerald S. Fain and Gerald L. Hitzhusen, (eds.), Therapeutic Recreation, State of the Art (National Recreation and Park Association, 1977), pp. 158-163.

<sup>49</sup> Jerry D. Kelley and B.L. Smith, "Standards for Therapeutic Recreation in Psychiatric Facilities," Therapeutic Recreation Journal, Vol. VI, No. 2, 1972. pp. 52-61, 93-94.



## Guidelines on Alternatives for Funding Community Recreation Programs for the Handicapped

by Mrs. Janet Pomeroy, Mr. Max Forman and Mr. Richard MacNeil

There are many financial resources available for the provisions of recreation programs for the handicapped in the community. At present these programs are being financed through a broad variety of Federal, State and local resources.

Following is a brief description of some of the funding patterns available.

### I. Local and County Financing

#### A. Municipal Recreation and Park Departments.

1. Allocation of funds in the budget for programs for the handicapped.
2. Contractual Services - Purchase of services for the handicapped from private recreation agencies serving the handicapped.

These funds can be used by the private agency for the 25 per cent matching funds required to receive 75 per cent of Federal Funds such as Title XX 551 Funding.

3. Recreation and Park Departments can use "in kind" for matching funds for Federal funds as mentioned above.
4. Fees and charges for programs.

### II. Federal Block Grants Administered at the Local Level

#### A. Community Employment Training Act.

This program can be used to hire staff to work in Parks and Recreation Departments. Funds are administered by local and county governmental agencies.

#### B. Community Development Funds (Section 202).

Direct grants made to the county or local municipality to provide funds for Public Works projects. Funds can be used to renovate park and recreational facilities to eliminate architectural barriers.

#### C. Revenue Sharing - P.L. 94-512 includes recreation, and can also be used to provide community recreation programs for the handicapped in departments and on a contractual arrangement with private recreation agencies.

### III. Federal Funding

- A. Title XX Supplemental Security Income for physically handicapped and mentally reatrded adults. Contract with local or county social services department. 75 per cent - 25 per cent matching funds provides support of on-going programs. Includes transportation and food.
- B. Research and Demonstration Grants HEW Health Service Projects. Public Law 94-230 Time limited grants for research and demonstration of physical education or recreation programs for the handicapped.
- C. Construction of Facilities and Centers Act Public Law 88-164, Title I, Part C.
- D. Day Care Programs HEW Title IV Social Security Act SDSW 75 per cent - 25 per cent matching funds. Provides support of on-going programs, includes transportation and food. Contrast with local or county social services department.

### IV. State Funding

- A. Developmental Disabilities, Public Law 91-157 - Time limited grants covering recreation programs for the developmentally disabled, facilities, and equipment.
- B. Community Mental Health Services, Public Health and Contractual Arrangement through local CMHS Department - Support of on-going recreation programs for handicapped children and adults.
- C. State Department of Education Child Development Programs, Support Unit and Special Education Support Unit - 100 per cent of financing of day care programs for handicapped children.
- D. Regional Centers, created through Mental Retardation Act of 1969 under Department of Health - Provides life time care of mentally retarded and now includes all developmentally disabled persons. Regional Centers purchase services from agencies who qualify as "Vendors." Includes recreation and transportation.
- E. State Department of Education, Food and Nutrition Services for Children - Covers children up to 18 years of age for breakfast, lunch, dinner and snacks on a meal rate basis. Also provides a non-food assistance programs which covers costs of equipment such as tables, chairs, refrigerators, deep freezer and all other equipment and supplies related to the preparation of food. Contract with the State Department of Education.

- F. Vocational Rehabilitation Funding Demonstration Recreation Facilities for the Handicapped.
- G. Urban Mass Transportation Act of 1964 (Amendment to Section 16) Federal Aid Highway Act - Allows for capital assistance to non-profit corporations and associations for the specific purpose of assisting these in providing transportation services meeting the special need of the elderly and handicapped persons for mass transportation services and planning.

#### V. Private Funding

Every Community has some private resources that could be used to establish and/or expand recreation programs for the handicapped. Several recreation centers for the handicapped have been initiated and supported for years entirely through voluntary contributions. This indicates that a community can be informed and educated to support such programs. Following are some examples of private resources that have provided financing for community recreation programs for the handicapped.

- A. Foundations will frequently give one to three years grants for initiating new and creative programs, contribute matching funds, finance new buildings or donate buses, wheelchairs and other equipment supplies.
- B. Service clubs, fraternal organization, commercial businesses, employee groups, unions, social groups and sororities, i.e. Rotary, Kiwanis, Lions, Soroptomists, Knights of Columbus, airlines, etc. will donate funds.
- C. Donations through memorials, bequests and wills for individuals within a community who are searching for a worthy and needy agency where they can leave their money in trust are an excellent source of funding.
- D. Fund raising activities such as letter solicitations, art festivals, luncheons and dinners, potluck suppers, bazaars, rummage sales, fashion shows, wine tasting parties, parent auxiliary activities.

#### Reference

"Financing Community Recreation Programs for the Handicapped Resources, Procedures, Services"

by

Recreation Center for Handicapped  
207 Skyline Boulevard  
San Francisco, California 94132

An Assessment of Direct Federal Assistance for Local Programs for Leisure  
Opportunity for the Handicapped

by Mr. Richard MacNeil

Introduction:

The pursuit of happiness is an inalienable right granted by the United States Constitution. To many individuals the participation in recreational activities is a contributing factor to their pursuit of happiness. But to many of our nation's ill, disabled, and handicapped, the opportunity to enjoy the basic human activity of recreation is impossible. Architectural barriers, transportation difficulties, insurance concerns, and many other similar problems restrict for too many Americans of the chance to ever realize the intrinsic rewards a recreational experience can bring. At the local level the lack of available money is an additional major deterrent to the establishment of recreation services to special populations.

While it is a well-known fact that money is not a panacea for all ailments, it is equally known that financial support can often serve to ease the affect of deficiencies in other areas. In order to help provide money to local areas the federal government has initiated several programs administered by a variety of agencies to support local efforts to promote recreational services to special populations.

The following is a brief assessment of existing direct federal assistance for local programs for leisure opportunities for the handicapped.

The programs of direct federal aid to local communities will be reviewed using the following outline.

- A. Type of Program (described in general terms)
- B. Administering Federal Department
- C. Authorization
- D. Types of Assistance
- E. Program Objectives
- F. Person or Office to Contact for Information
- G. Program Assessment.

I.

- A. Education Program
- B. Office of Education - Department of Health, Education, and Welfare
- C. Education of the Handicapped Act, Title VI.
- D. Formula Grants
- E. To assist in the initiation, improvement, and expansion of educational and related services for handicapped children at the preschool, elementary, and secondary school levels.
- F. State Education Agencies
- G. Concerning local recreation agencies relationship to this source of funding - three points appear very clear. First, recreation is not implicitly stated as a primary receiver of funds under this program. Rather, it must be classified as a "related service" and thereby is subject to administrative interpretation. It would seem that recreation advocacy groups would be essential to acquiring federal money under this program.

Second, the grants are awarded to educational agencies not recreation agencies. Thus, the need for interagency coordination between the two groups is necessary.



Finally, the grants are awarded directly to States - not local communities. Therefore, it is recommended that local agencies establish ties with their appropriate state authorities in order to be eligible for funds allocated under this program.

The broad scope of this program (Beneficiary Eligibility include: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled etc.,) makes it an important source of potential funding for local recreation agencies.

## II.

- A. Physical Education and Recreation for Handicapped
- B. Office of Education - Bureau of Education for the Handicapped - Department of Health, Education, and Welfare
- C. Education of the Handicapped Act, Title VI, Part E.
- D. Grants and Contracts
- E. To improve physical education and recreation programs for handicapped children through support of research and demonstration projects.
- F. Director, Division of Research Bureau of Education for the Handicapped.
- G. This potential source of federal money can be directly tapped by local recreation agencies (public or private). As the program's stated objectives indicate, recreation is a primary consideration and thereby local leisure service agencies are clearly entitled to apply for financial support.

However, the one possible deterrent to the actual awarding of this program's funds to local agencies concerns the emphasis placed upon "research and demonstration projects." Too often local recreation programs are necessarily more concerned with the provision of "average" services that they lack the time and/or qualified personnel to allow for innovative approaches to initiate research and demonstration projects.

## III.

- A. Day Care Program
- B. Office of Education - Department of Health, Education, and Welfare.
- C. Social Security Act, Title IV.
- D. Contractual Services (provides 75% Federal Funds - requires 25% local matching funds. Any local funds may be used, i.e., foundations, Individuals, Public Funds, such as Park and Recreation subsidy).
- E. To discover, test, demonstrate, and promote utilization of new social and rehabilitation service concepts which will provide service to dependent and vulnerable populations.
- F. County Welfare Departments.
- G. The above program offers money to local agencies (municipal or private) to enhance services for all handicapped and retarded infants through 18 years of age. While the improvement of leisure opportunities is not the specific objective of the program, it appears that funds made available through Title IV of the Social Security Act could provide a major source of funding to local recreation agencies. The Recreation Center for the Handicapped in San Francisco, for example, has made extensive use of these funds for recreational purposes. However, funds made available under this program do require an extensive (day-long) recreation commitment.

It is difficult to believe many public recreation agencies could provide this type of service.

It seems clear that in order to make the best use of the funds offered by this program a recreation service must be organized in a manner similar to the Recreation Center for the Handicapped.

#### IV.

- A. Developmental Disabilities Assistance.
- B. Social and Rehabilitation Service - Department of Health, Education, and Welfare.
- C. Developmental Disabilities Services and Facilities Construction Amendments of 1970 (84 Stat. 1316-27) replaced in part and expanded the Mental Retardation Facilities, and Community Mental Health Centers Construction Act of 1963.
- D. Formula Grants
- E. To assist State and local public agencies and private non-profit organizations serving persons who have a disability resulting from mental retardation, cerebral palsy, epilepsy, or other neurological condition which originates before age 18 and is a substantial handicap.
- F. Commissioner, Rehabilitation Services Administration, Social and Rehabilitation Services - HEW
- G. On a broad basis, grants awarded by D/D Act may be used to assist local or non-profit private agencies in the construction of facilities to house services for the developmentally disabled and to assist in the provision of services to the developmentally disabled. The available money may be used to offset costs of operation, staffing, and maintenance of facilities.

It would appear that the money available under the D/D Act could have vast potential for local recreation agencies. A well developed proposal could provide community agencies with funds to hire specially trained recreation personnel and also to support needed modifications and adaptations of existing facilities to provide the handicapped with an equal opportunity for participation in leisure activities. Additionally, monies could be obtained to aid in the construction of new facilities designed to offer the handicapped an equal chance to achieve leisure fulfillment.

#### V.

- A. Outdoor Recreation
- B. Bureau of Outdoor Recreation - Department of the Interior
- C. Land and Water Conservation Fund Act of 1965; Public Law 88-578.
- D. Project Grants
- E. To provide financial assistance of the States and their political subdivisions for the acquisition and development of outdoor recreation areas and facilities for the general public, to meet current and future needs.
- F. Bureau of Outdoor Recreation
- G. In attempting to assess the impact of Lawcon Funds on local recreation programs for special populations four points must be considered. First, all project grants are awarded to states - not directly to community agencies. Thus, it is imperative that local agencies develop a working relationship with the proper state offices to be eligible for Lawcon Funds.

Second, it is significant that when awarding Lawcon grants the Bureau of Outdoor Recreation usually gives priority consideration to projects serving urban populations. This appears to be a positive factor for local recreation agencies attempting to develop outdoor recreation opportunities for special populations.

Third, it must be noted that listed among the program's objectives is "the development of outdoor recreation areas and facilities for the general public." In this age of enlightened public awareness toward the needs of the handicapped it seems significant that the Lawcon legislation emphasizes "general" public opportunity. It appears that Lawcon funds can be justifiably used to aid the development of outdoor recreation facilities that provide an equal chance of participation for all Americans.

Finally, it is evident that the Bureau of Outdoor Recreation is becoming increasingly conscious of their responsibility in providing outdoor facilities and programs for our nation's handicapped. For example, in August, 1975 BOR's Director, James Watt, responded to a advocacy letter by Professor John A. Nesbitt by stating, "we will make an effort to scrutinize all further requests for Lawcon Funds to assure that the handicapped will be given equal consideration in the design and planning of new recreational facilities." Therefore, it seems highly probable that local recreation agencies attempting to develop programs for special populations have an important source of potential federal funding under the Land and Water Conservation Fund.

#### VI.

- A. Services for the Aged
- B. Social and Rehabilitation Service - Department of Health, Education and Welfare
- C. Older Americans Act of 1965, Title III, as amended by Public Law 90-42 and Public Law 91-69
- D. Formula Grants
- E. To provide assistance to States and Community organizations for support of programs for the aged and aging
- F. Commissioner, Administration on Aging, Social and Rehabilitation Service - HEW
- G. Grants issued by this program must be used to assist the aged and aging. The program lists such exemplary uses of funds as: "setting up and maintaining multi-purpose senior centers; planning and coordination of special programs for the aging; etc. While recreation is not specifically identified as a service to the elderly, it seems quite possible that the above listed examples are quite consistent with existing community recreation programs for senior citizens. Therefore, it is reasonable to assume that the grants offered under this HEW program are potential sources of revenue to local recreation agencies.

#### VII.

- A. Community Service Centers
- B. Department of Housing and Urban Development



- C. Housing and Urban Development Act of 1965, section 703, Public Law 89-117.
- D. Project Grants
- E. To provide funds to aid in the construction of rehabilitation of community service centers which offer a wide range of community services.
- F. Office of Community Development, Department of Housing and Urban Development
- G. As with several pieces of previously reviewed legislation, in order for local recreation agencies to obtain funds under this program recreation must be considered a related service. It would appear clear that leisure programs could be considered a part of "a wide range of community services." However, realistically it is up to the initiative and determination of local agencies to "sell" recreation to HUD officials to obtain available funds.

#### VIII.

- A. Social Rehabilitation Programs for 'Aid to the Blind, Old Age Assistance and Aid to the Totally Disabled'
- B. Department of Health, Education, and Welfare
- C. HEW Title XIV
- D. Contractual Services (provides 75% Federal Funds -requires 25% local matching funds. Any local funds may be used, i.e., Foundations, Individuals, Public Funds such as Recreation and Park subsidy; Recreation and Park can use facilities for "in kind" matching funds.
- E. County Welfare Department
- F. Again, leisure services is not listed as a primary goal for this HEW program. However, as recreation becomes an increasingly accepted element in the Rehabilitation process, it seems feasible that funds made available through this program could be increasingly used by local recreation agencies.

Recreation Center for the Handicapped offers an excellent example of the use of funds made available through this program.

#### IX.

- A. Federal Revenue Sharing
- B. U.S. Office of Revenue Sharing
- C. HR 14370
- D. Direct Funds
- E. To provide federal money to state and local governments for ordinary and necessary maintenance and operating expenses for public safety, environmental protection, public transportation, health, recreation, libraries, social services for the poor and the aged, financial administration; or ordinary and necessary capital expenditures authorized by law.
- F. U.S. Office of Revenue Sharing, Washington, D.C.
- G. Since the amount of federal revenue sharing funds allocated to each local area directly reflects their population and tax effort it additionally reflects (in an inverse manner) the level of personal incomes. Thus, it is possible for two local governments which are similar in relation to population and tax effort it additionally reflects (in an inverse manner) the level of personal incomes. Thus, it is possible for two local governments which are similar in relation to population and tax effort to receive different amounts of federal funds because of the variations in the initial allocations. This appears to be a very equitable manner by which to distribute federal money.



In terms of recreation, it should be noted that it is listed as a possible expenditure under the program's objectives. I believe this is an important step forward for the profession - more recognition of this type is highly desirable.

Further inspection indicates that money is not specifically allotted to develop recreation programs and facilities for the handicapped. While the poor and the aged are identified as potential target groups, there is no recognition of individuals possessing physical handicapping. Therefore it is again a subject open to interpretation - can federal revenue sharing funds be used to create recreation programs for special populations?

As I have previously mentioned I believe situations calling for interpretations should be avoided and future revenue sharing objectives should include specific reference to special groups.

A final point must be made concerning the list of possible objectives for which revenue funds are aimed. Since the list is very broad (at least 10 different categories), it seems likely that competition for dollars among targeted agencies will occur. Some consideration should be given to fixed allocations to avoid such competition.

### Conclusion

As a result of the foregoing analysis two very obvious conclusions might be ascertained. First, it is readily evident that financial support for recreational services is seldom listed as a funding objective. In only one (Education for the Handicapped Act, Title VI) of the eight reviewed federal programs was aid for recreation ever stated as a program objective. In the other programs recreation is either subject to interpretation as a "related service" or as a general "community service" for special segments of the population (i.e., Formula Grants under the Older Americans Act). The ramifications of this situation are clear. In order for the recreation profession to be considered a primary objective for future federal funding it must develop an identity of its' own and provide a justifiable rationale for its' existence. Otherwise it will never outgrow the status of a "related service" and always be limited by administrator's subjective interpretations.

A second point that must be made concerns the channeling of federal funds to local communities. It appears that the direct route from Washington to Smalltown, U.S.A. is seldom followed. Instead, most federal funds are awarded to state or county agencies and then filtered to local communities. While this procedure may facilitate ease of handling, it ultimately requires local communities to compete with one another for the attention of state officials. A situation that could possibly develop would have a undeserving town be awarded federal money simply because they had more influence on the state political level. It is this writer's belief that program's of direct federal aid to local areas should be developed.

In the final analysis the ultimate responsibility for the development of local services for recreation for the ill and handicapped lies within each community. Although the available federal money is not as much as we would like, or obtained as easily as we would like, the fact remains that it does exist. It is up to the initiative, the determination, and the inherent desire to help the handicapped that will finally decide which towns and communities will receive federal support for their recreation programs and services.

### Handicapped Find

by Mr. Richard D. MacNeil, M.Ed.

An essential element in providing community recreation services to handicapped children and youth is the location of the target population and dissemination of critical information to them. Despite the apparent clarity of this assumption, little material has been published regarding techniques used to facilitate this operation.

In an effort to study this problem a "Handicapped Find" Taxonomy was developed. Next, 25 selected model community recreation programs from throughout the country were surveyed as to the methods of location and dissemination used, their frequency of use, and the relative effectiveness of each method. Results of the survey are listed in Table I.

### Recommendations

Based upon the survey's findings.....

1. More extensive research is needed to establish a thorough picture of the extent and focus of nationwide efforts by park/recreation personnel to identify unserved special populations.
2. Further research is needed to improve the quality and efficiency of techniques used to identify and inform handicapped consumers of available community recreation resources. A cost-benefit analysis of different handicapped-find techniques would be beneficial.
3. Increased effort must be made by the recreation profession to more effectively utilize existing community resources (such as Church Groups, Community Education, Local Health Agencies, etc.) in their Handicapped Find operation.
4. The creation of a step-by-step plan outlining the development of a Handicapped Find system would prove beneficial.

TABLE I  
"HANDICAPPED FIND"

| "Handicapped Find"<br>Technique<br>↓                           | Do You Utilize |    | Frequency of Mechansim Use |        |         |        |                                |                | My Experience indicates that this method of partici-<br>pation location is: |             |  |
|----------------------------------------------------------------|----------------|----|----------------------------|--------|---------|--------|--------------------------------|----------------|-----------------------------------------------------------------------------|-------------|--|
|                                                                | Yes            | No | Continuous                 | Weekly | Monthly | Yearly | Randomly<br>Throughout<br>Year | Very Effective | Effective                                                                   | Ineffective |  |
|                                                                |                |    |                            |        |         |        |                                |                |                                                                             |             |  |
| Church Groups                                                  | 10             | 8  | 2                          |        |         |        | 8                              | 1              | 5                                                                           | 4           |  |
| Civic Organizations                                            | 12             | 6  | 4                          |        |         |        | 8                              | 1              | 8                                                                           | 3           |  |
| Community Education<br>Department of Social Services (Welfare) | 11             | 7  | 6                          |        | 1       |        | 4                              | 1              | 10                                                                          |             |  |
| Health Agencies                                                | 16             | 2  | 9                          |        | 1       |        | 6                              | 7              | 8                                                                           | 1           |  |
| Local Task Force                                               | 5              | 13 | 3                          |        | 1       |        | 1                              |                | 5                                                                           |             |  |
| Media Campaign (Radio & TV)<br>Newspaper Columns               | 12             | 6  | 4                          |        |         |        | 3                              | 1              | 11                                                                          |             |  |
| Printed Material (Brochures & Pamphlets)                       | 16             | 2  | 11                         |        |         |        | 5                              | 6              | 9                                                                           | 1           |  |
| Public School System                                           | 14             | 4  | 6                          |        | 1       |        | 7                              | 8              | 6                                                                           |             |  |
| Questionnaire to General Community                             | 5              | 13 | 2                          |        |         | 2      | 1                              | 1              | 3                                                                           | 1           |  |
| Questionnaire to Present Participants                          | 10             | 8  | 2                          |        | 1       | 2      | 5                              | 1              | 8                                                                           | 1           |  |
| Telephone Contacts                                             | 13             | 5  | 9                          |        |         |        | 4                              | 4              | 9                                                                           |             |  |
| Voluntary Agencies                                             | 16             | 2  | 8                          |        |         |        | 8                              | 5              | 11                                                                          |             |  |
| Word-of-Mouth                                                  | 18             | 0  | 18                         |        |         |        |                                | 11             | 7                                                                           |             |  |
| Various Alternative Techniques *                               | 14             |    | 13                         |        |         |        | 1                              | 4              | 10                                                                          |             |  |

\* Various Alternative Techniques Utilized in Handicapped Find

Department of Social Services

Newspaper Columns

Business and Industry

State Department of Rehabilitation

Sheltered Workshops

Community Living Facilities

Community Physicians

Social Workers

Community Hospitals



## Insurance for Recreation for Handicapped: Facts and Myths About Participation and Employment

by Mr. Paul V. Hippolitus

Many employees are hesitant about employing and providing services to handicapped people because, they fear, their insurance premiums will rise because "these people present safety problems and have higher accident rates." Experience in private industry and information from insurance companies tell us that this fear is an imagined one and not real.

First, handicapped workers, it has been found (U.S. Department of Labor studies and studies at Du Pont, Hughes Aircraft and Sears Corporation as well as others), have better safety records than the so called "able bodied" workers.

In addition, fire, health and safety insurance premiums are often rated lower when service providers modify facilities for the handicapped. Ramps, wide door ways, audible and visual warnings benefit everyone through the elimination of hazards and increasing safety factors at a facility. The American Mutual Insurance Alliance (the professional trade association of the insurance indemnity says concerning this:

- \* Workmen's Compensation: Rehabilitation and re-employment of job-injured workers is the chief goal of our workmen's compensation system. Workers who can gain employment after a job injury benefit by being self-supporting and productive. Employers benefit from rehabilitation through reduction in compensation insurance premiums. Also, elimination of barriers reduces the chances of work-connected accidents involving able-bodied workers.
- \* Public Liability: Surveys of buildings that have aids for the handicapped indicate that such buildings have fewer tripping and falling hazards, thus reducing public liability claims. Nonslip floors and ramps, for example, lessen chances for accidents. Under experience rating plans, policy-

holders may gain rate reductions on public liability policies by breaking their architectural barriers.

- \* Fire: Standards recommended for aiding the handicapped also meet the highest fire prevention standards. Wide doors and ramps permit rapid evacuation. Improved placement and marking of fire alarms may speed notification of fire departments.
- \* Health and Accident: Fewer accidents in public buildings would reduce losses and rates under health insurance policies. And, project leaders point out, provision of self-help facilities for the handicapped eliminates the need to carry disabled persons, a practice that frequently results in painful and costly back injuries.

Finally, people with a disability, it has been learned, tend to be more careful about what they do or attempt to do because they recognize their limitations. Often, non-handicapped people are not as cautious.

In short, fears about insurance risks and costs are based more on myth than fact.

In summary, I can report the following.

- \* Insurance rates do not rise as a result of opening up services to handicapped people.
- \* Insurance rates may be lowered by removing architectural barriers from recreation and park facilities.

## Insurance and Recreation for Handicapped

by Ms. Cynthia Pradon and Dr. John A. Nesbitt

In order to determine the kind of insurance coverage held by public and private agencies providing recreation services to handicapped children, an interview was conducted with each of the following agencies:

Recreation Service Handicapped Inc., Memphis, Tennessee  
Leisure Center/Portland Park and Recreation Department,  
Portland, Maine

New York Association for the Blind, White Plains, New York  
Socio-Recreation Program for the Cerebral Palsy and/or  
Multiple Handicapped Individual, Hartford, Connecticut

The representatives from the Leisure Center in Portland, Maine, and the Recreation Service Handicapped Inc., in Memphis reported that the city under which their department operated, held a liability insurance policy for their department. The Representative from the Portland Agency indicated that the city's policy covered all of the city's high risk programs such as the program provided by Portland's recreation and parks department. Portland's policy covers the agency, the agency's staff, and all public and private facilities which the agency uses for its programs.

In addition to the agency's staff liability coverage provided by Portland's policy, the agency's staff have purchased a group liability insurance policy from The National Recreation and Park Association. This additional policy was purchased by the staff in order to ensure their adequate liability coverage.

A representative from the New York Association for the Blind reported that the Association held a liability insurance policy which covers the agency, the agency's staff, (including volunteer workers) and participants in the agency's programs. In addition to the Association's liability coverage, the agency's volunteer drivers have the opportunity to purchase a "No Name" automobile insurance policy. This policy supplements the coverage of the volunteer's personal automobile insurance policy. The "No Name" insurance policy covers the excess liability cost not covered by the driver's personal automobile insurance policy. For example, if a driver was being sued for \$25,000 and his personal automobile insurance policy only covered \$15,000 of the cost, the "No Name" policy would cover the excess cost of \$10,000.

The representatives from the Socio-Recreation Program for Cerebral Palsy and/or Multiple Handicapped Individuals reported that the agency held a liability insurance policy that covered the

agency, the agency's staff, and participants in the agency's programs. This policy includes liability coverage at all of the agency's facilities and at other public and private facilities which the agency uses for its programs.

Basically, the testimony received from these four agencies indicated that insurance coverage for their agency, the agency's staff, and participants in the agency's programs was not a problem.

In addition to the testimony provided by the forementioned persons, there was a felt need to determine whether recreation services could be denied to handicapped persons because of inadequate liability coverage by the agency. Thus persons who had some experience with insurance and who had worked in a professional capacity with handicapped persons were contacted. Basically, these persons reported that a liability insurance policy held by a public agency, such as a municipal recreation and parks department, covered the liability for both handicapped and nonhandicapped participants in the agency's programs.



## Leisure Counseling and Leisure Education with Handicapped Children

by Ms. Becky Maddy

### Objectives of the Program

1. To define for the student concepts of leisure and recreation.
2. To acquaint the student with the implications and importance of recreation and leisure for the handicapped individual.
3. To help each student become aware of his present and potential need for leisure fulfillment.
4. To acquaint the student with a variety of leisure possibilities.
5. To assist the student in making realistic choices from among these possibilities.
6. To help the student prepare a booklet of leisure activities to be used following discharge from University Hospital School.
7. To discuss the twelve issues of therapeutic recreation for the handicapped -
  - a. Segregation vs. Integration
  - b. Role of voluntary health services
  - c. How important is it to have specifically trained personnel
  - d. Architectural barriers
  - e. Legislation affecting programs and facilities
  - f. Financing
  - g. Attitudes
  - h. Insurance costs
  - i. Recreation as a rehabilitation tool
  - j. Value of consumer input into planning and design
  - k. Employment
  - l. Transportation
8. Ascertain individual recreation and leisure interests.
9. Expand old leisure and recreation interests.
10. Introduce new leisure and recreation interests.
11. Identify and explore community recreation and leisure services available in the community to which client will return.

12. Guide clients in the gathering of information concerning facilities, resources, persons available in the community to which they will return necessary for them to actively pursue leisure interests.
13. Discuss mature social behaviors, responsibilities and attitudes for positive social interaction.
14. Discuss ways to educate the community as to their actions toward handicapped individuals.

#### Performance Objectives for Clients

By the end of the program the student will be able to:

1. Accurately define concepts (words) of work, leisure, free time and recreation.
2. List 20 leisure activities that he would like to participate.
3. List 10 solitary leisure activities in which he would like to participate.
4. List 5 small group (1 or more other people) leisure activities in which he would like to participate.
5. List 5 community (outside the home) leisure activities in which he would like to participate.
6. List all resources needed for each of the 10 solitary activities.
7. List all resources needed for the small group activities listed above.
8. List all preparations, equipment, facilities, etc. for community activities listed above to facilitate his fullest possible participation.
9. List 2 reasons why and 2 why he would not want to participate in a leisure activity or program with non-handicapped persons.
10. State whether or not he needs specifically trained persons to help him meet leisure needs.
  - a. if so, list 3 reasons why
  - b. if not, state why

11. List 4 things that he could tell someone else that would facilitate his participation in activities, i.e. placement of materials, positioning, adaptive equipment.
12. List 5 architectural barriers that he would have to check for before participating in community activities.
13. State one way that they can personally influence legislation affecting programs and facilities for handicapped persons.
14. List 2 possible positive responses that could be used when a non-handicapped person is staring at him.
15. List 2 possible positive responses that he could use when a non-handicapped person asks the student, "what is wrong with you?"
16. List 3 reasons why recreation is important for him.
17. List 2 means that could be used in his home community to have input into the planning, designing or remodeling of facilities and equipment to make these accessible to the handicapped.
18. State the number of hours per day he anticipates that he will be employed in any type of capacity.
19. State the number of hours per day that he will have for leisure.
20. List all transportation means realistically available to him in his home community.
21. Determine the most appropriate means of transportation and list 3 considerations necessary, i.e. cab fare, physical assistance.
22. List the realistic estimated cost of 5 community activities, i.e. movie, bowling, special events, dances, sporting events, swimming pool, club dues.
23. Name 2 persons in home community who could be contacted for information on leisure resources.
24. Name 2 agencies in home community who could be contacted for information on leisure resources.
25. List 2 ways to find out if there are other handicapped persons in home community.

26. List 3 social behaviors necessary for positive social participation.
27. Find, prepare for and use leisure activities 5 times per week following discharge from University Hospital School.

#### Outline of Program Implementation

Student will be able to meet the objectives listed following the program outline below.

- I. Collection of background material on individuals participating in the program
  - A. Sources of materials
    1. Patient records
    2. Student interviews and surveys of interests
    3. Student staffings
    4. Team members working with students
      - a. Occupational Therapist
      - b. Physical Therapist
      - c. Medical Social Worker
      - d. Nurse
      - e. Teacher
      - f. Psychologist
      - g. Speech Therapist
    5. Family interest
  - B. Materials collected
    1. Diagnosis and associated functioning level
      - a. activities of daily living, range of motion
      - b. ambulation
      - c. social skills
      - d. daily or special nursing care
      - e. educational level
      - f. mental abilities
      - g. speech impairments
    2. Summary of leisure interests and experiences
      - a. past
      - b. present
      - c. those wished to be further or newly developed
    3. Community to which student will be placed
    4. Living situation in that community
      - a. private home
        1. alone
        2. with family



- b. minimal care (group home with minimal supervision)
- c. total care facility (group home with total supervision)
- 5. Evaluation of student's demonstrated level of socializing competence as indicated by habits of personal hygiene, grooming, speech, etc.
- 6. Pattern and type of leisure activities at home

II. Administer a pretest

III. Conducting group discussion sessions with student participants

A. Overview of leisure related concepts

- 1. time
- 2. work
- 3. leisure
- 4. free time
- 5. recreation
- 6. attitudes related to leisure

B. Purpose of recreation and leisure in a balanced life and how student perceives his own past, present and future use of leisure

C. Types of leisure activities

- 1. Solitary or home based
  - a. needs they meet
  - b. provision for
  - c. preparation for
  - d. experiences with
  - e. level of independence needed
- 2. Community based
  - a. cost in time and money
  - b. transportation
  - c. accessibility
  - d. feasibility for individuals with various levels of physical functioning
  - e. social attitudes, behaviors and responsibilities for interaction
  - f. social attitudes of non-handicapped toward the handicapped

D. Community facilities, programs and persons to seek for information

- 1. Community recreation agencies
- 2. Voluntary agencies
- 3. Commercial outlets, i.e. bowling alleys, movie theaters

4. Private clubs
5. Clergymen and church groups

IV. Developing individual student leisure plans to be followed upon discharge

A. Compile file of individual leisure interests to include:

1. Type of activity
2. Explanation of activity
3. Materials needed or facilities needed
4. Cost involved
5. Special arrangements needed, i.e. transportation, physical assistance, etc.

B. Contact specific communities through written communication, telephone communication and when possible, personal interviews to determine:

1. Public recreation programs
2. Private clubs
3. Commercial facilities
4. Public facilities, i.e. libraries, museums, etc.
5. The accessibility of these for physically handicapped individuals

C. Based on information gathered in steps A. and B., prepare individual leisure plans for students to follow upon discharge

V. Periodic follow up of students after discharge. (Because of the small number (4-6) of students discharged from University Hospital School each year, it would be recommended that individual follow up files be kept on the students for three consecutive years following discharge).

A. Through periodic written communication with former students

B. Through a survey of former student's leisure activities

C. Through written communication with persons or facilities in communities involved in the student's original leisure plan

## Leisure Education Program for Handicapped Children and Youth

by Ms. Sue Flood

The Education for all Handicapped Act of 1975 (PL 94-142) has mandated that expanded educational programs be developed to improve education for the handicapped in the areas of physical education, the arts, and other leisure-related services, particularly recreation, museums, and cultural arts, facilities, and programs.

94-142 defines recreation service for the handicapped child as four fold:

- 1) Assessment of leisure function
- 2) Therapeutic recreation services
- 3) Recreation programs in schools and community agencies
- 4) Leisure education\*

The goal remains to require existing education, community and recreation resources in communities to pursue a concentrated education program for the handicapped child and youth.

This article deals with "Leisure Education Program" the last requirement of the law. Leisure Education is a new dimension for the handicapped child. The aim of leisure education is to provide students with the competencies to direct leisure to a personal satisfaction and fulfillment that is culturally meaningful, worthwhile participation.

Two basic reasons for providing leisure education:

1. Basic needs of every child
2. Special needs of many handicapped who have larger amounts of leisure

### Why Leisure Education?

1. Leisure Education programs promote healthy self-concepts, and decrease the gap between non-handicapped and handicapped life.
2. Physical, emotional, social health.
3. Free time management
4. Satisfying leisure choices.
5. Leisure life style appropriate to their personalities and needs.
6. Effective learning--feelings, attitudes, skills, interest, personal awareness.

\*Educating the Handicapped Child

What are some qualities of Leisure Education Program?

1. Free choice
2. Leisure life style planning appropriate to ability
3. Enjoyable self-concept development
4. Evaluated life long skill and knowledge outcomes.

What is Leisure Education?

Teaching and educating all populations with special emphasis on the handicapped child how to perform various leisure activities to enhance the quality of life.

1. Value clarification--Recognize use of leisure as an avenue for personal satisfaction and enrichment.
2. A positive philosophy of leisure
3. Knowledge of personal opportunities available during leisure time.
4. Opportunities for development of skills-knowledges, and appreciations.
5. Provision for practice in and evaluation of leisure practice and decision making.

Summary: Educating for satisfying participation during leisure time.

Who are the clients of Leisure Educators?

There is no age, sex ability level geographical location or socio-economic group. Many are school age but the current philosophy is to be from cradle to grave.

Summary: Everyone.

Who are the Leisure Educators?

Persons who assist and teach others to participate in satisfying and worthwhile leisure--take the form of teacher, parents, friends, social workers, counselors, recreation workers--any person that assists another during leisure.

What are their qualifications?

There is no national licensing or academic requirement for a leisure education.

Some suggested qualifications:

1. Knowledge and ability with diverse program areas and leisure activities. (Music, sports).



2. Awareness of different group life styles
3. Awareness of resources within and without institution
4. Awareness of individual ability and disabilities

Summary: No rote learning or robot education. Individualized.

Depending on how a child is assessed and what goals and behaviors are established the Leisure Education program will vary.

But there are two Leisure Education program curriculums that have been discussed and are operating.

These are:

1. Interdisciplinary Leisure Education Program and
2. Separate Leisure Education Program

The Interdisciplinary Leisure Education Program as cited by "A Systems Model for Developing Leisure Education" outlines leisure activities to be incorporated into currently existing school course curriculum.

#### Interdisciplinary Leisure Education Program: Bowling (1)

Arts: Design team logo

Physical Education: Lead-up activities, balance, throwing.

Social Studies: Location of bowling alleys on map. Record

Reading/Language: Discuss outline rules

Health: Anatomy, which part of body used

Math: Scorekeeping

Science: Composition of bowling ball and pins

Home Economics: Make team bowling shirt

Careers: List of potential employment in local bowling alley

The Separate Leisure Education (2) Program is characterized by mastering of small units of skills and choices during leisure. These skills and choices deal with a leisure participant's mastery of transportation, time, money, grooming, etiquette and language during a given leisure activity.

- (1) "A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth", Leisure Information Service, Hawkins & Associates, Inc., 1976; pp. 109-112.
- (2) Curriculum Research and Development Center in Mental Retardation, Department of Special Education, Ferkauf Graduate School of Humanities and Social Sciences 55 fifth Ave. New York, N.Y. 10003

Separate Leisure Education:

Task Analysis: Mastery, Smaller Units (1) mobility (2) time  
(3) money (4) grooming (5) etiquette (6) language

Client should be able to:

1. Introduce (concept of leisure time) by
  - participating in an activity of choice during a given block of time
  - discuss activities people participate in
  - why leisure time is important
2. Identify (leisure-time activities)
  - from sounds heard on tape
  - complete questionnaire
  - discuss what he knows about one of his leisure activities
  - to list leisure time activities
  - to construct a personalized leisure-time scrapbook
3. Determine how to (plan leisure-time activities)
  - relate concepts of time, money, transportation
  - relate an activity and its specific requirements
  - money, time, location
4. Survey available (neighborhood and community leisure-time facilities)
  - to identify facilities in community and neighborhood used for leisure time
  - to generate question about a facility he can use in his leisure time
5. To visit a leisure-time/recreation facility
  - obtain information from facility on membership
6. To join neighborhood/community leisure-time facility
  - to practice joining a mock communityleisure-time facility
  - to choose a facility he would like to join
  - to tell membership requirements of leisure time facility
  - fill out application form
  - explain membership card
  - explain about the experiences in participating.
7. Group recreation dynamics talk
  - participate within a group
  - relate personal experiences

8. Participate in a group
  - feeling, about quitting, cheating
  - discuss rules
  - group project can be done during leisure
9. To identify leisure-time activities done in pairs
  - tell what things he enjoys doing with a friend
  - male/female
  - female/female
10. Recognize competitive team sports
  - watch
  - discuss and relate
11. To plan a leisure time activity involving competitive team sports
  - name five things learned, i.e. bowling
  - locate nearby team sports by using telephone directory
  - gather information from library about sports
12. Evaluate performance

Summary: Develop attitudes, knowledge, skills

Public Law 94-142 is here to stay. Special education teachers school administrators and therapeutic recreation specialists interpreting and implementing the public law in a variety of ways. However, ultimately what does the law mean in educating the handicapped school child for leisure. Furthermore, how will 94-142 effect the leisure fulfillment behavior of handicapped children? How will 94-142 address the following situations?

#### Situations

1. Mary just transferred to another school district. She is interested in Home Economics, but the instructor says she can't participate because she is blind.
2. Rex is fourteen and his parents receive his state aid checks. He needs more money to do "fun" activities.
3. Tom is twelve and he wants to play soccer with the boys in his class but they won't let him because he is deaf.
4. Liz is ten and her class is having a school Christmas play but her teacher won't let her participate because of her speech defect.
5. Mark is eleven and he has never played basketball. He has no basketball skills. However, he tells his parents and teacher he wants to be on a team. There is no wheelchair basketball in his community or school district. Now What?

Although education has long recognized the necessity and responsibility of educating for leisure, to effectively implement 94-142 poses a challenge. Are educators ready to assess leisure functioning and implement a leisure education program? Furthermore, are recreators ready to implement 94-142?

P.L. 94-142 must be implemented. However, who, what, where, how and by whom remains a question.

#### Resources

1. E. Health, "Leisure Education in Higher Education", 3rd Annual SPRE, NRPA Leisure Education Conference Proceedings, p. 133.
2. Teacher's Book and Kangaroo Guide Kit, LEAP, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia, 1976.
3. SPRE Leisure Education Committee, "SPRE Position Statement on Leisure Education", Third National Conference on Leisure Education, Bloomington, Indiana.
4. Leisure: A Resource for Educators. Ministry of Culture and Recreation 77 Bloor Street West; 8th floor, Toronto, Ontario M7A 2R9
5. B. Chasey, Rationale Statement Leisure Education for Handicapped Children and Youth, Leisure Information Service, 729 Delaware Avenue, S.W., Washington, D.C.
6. Leisure Education and 4-H 150 North Wacker Drive, Chicago, Illinois 60606
7. Nesbitt, John A. Educating the Handicapped Child for Leisure Fulfillment, Institute Report, National Institute on Community Recreation for the Handicapped. A Project funded by the U.S. Bureau of Education for the Handicapped.
8. "A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth", Leisure Information Service, Hawkins & Associates, Inc., 1976; pp. 109-112.
9. Curriculum Research and Development Center in Mental Retardation Department of Special Education, Ferkauf Graduate School of Humanities and Social Sciences 55 fifth Avenue, New York, New York. 10003.



Critical Review of the Literature on Community Recreation for the  
Handicapped

by Mr. Richard D. MacNeil, M.Ed.

Introduction

It was the purpose of this project to analyze the state of the art in Community Recreation for Handicapped Children and Youth as identified by current literature. Early research dictated that the writer developed an assessment instrument that would:

1. Delimit the voluminous amounts of ancillary material already in print, and,
2. Facilitate the transmission of practical, critical, and concise data relating to Community Recreation Programs for handicapped children and youth.

Towards this end, the "Construct for Analysis of Literature" was developed. The operative structure of the Construct is based upon the incorporation of a 16-point "backbone" within the construct matrix. The "backbone" consists of 16 program and service components essential to the establishment and improvement of community recreation and leisure services to special populations. The "backbone" components are as follows:

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| (1) Advocacy                        | (9) Leisure Counseling/Education |
| (2) Architectural Barriers          | (10) Personnel                   |
| (3) Areas, Facilities and Equipment | (11) Philosophy                  |
| (4) Attitudinal Barriers            | (12) Program Activities          |
| (5) Consumerism                     | (13) Program Evaluation          |
| (6) Handicapped Find                | (14) Public Information          |
| (7) In-Service Development          | (15) Source of Funding           |
| (8) Interagency Coordination        | (16) Transportation              |

This use of the Construct served to provide a focal point from which to review the selected resources. As the author reviewed the selected publications he isolated each reference to one of the "backbone" components. In an effort to review only the most potentially useful materials, only those references

which discussed a component beyond a superficial level were reviewed.

For the purpose of producing practical, critical, and concise data relative to the state of the art in community recreation for handicapped children and youth, fifty-five (55) articles, reports, research projects, special papers, etc., were selected by the author for analysis. These publications were collected from professional journals, from textbooks, from requests made to professionals and service organizations, and from related disciplines such as Special Education, Rehabilitation, and Adapted Physical Education.

A rank order listing of references to the backbone components can be found in Table I.

Construct for Analysis of Literature  
Table I  
References to 16 Point Backbone in Reviewed Resources

|                                 |    |
|---------------------------------|----|
| Program Activities              | 22 |
| Philosophy                      | 21 |
| Source of Funds                 | 18 |
| Personnel                       | 15 |
| Transportation                  | 12 |
| Areas, Facilities and Equipment | 10 |
| Consumerism                     | 10 |
| Program Evaluation              | 8  |
| In-Service Development          | 8  |
| Advocacy                        | 7  |
| Architectural Barriers          | 7  |
| Public Information              | 7  |
| Interagency Coordination        | 6  |
| Attitudinal Barriers            | 5  |
| Leisure Counseling/Education    | 5  |
| Handicapped-Find                | 3  |

## Observations

It can be observed that the majority of resources analyzed were concerned with the description of recreational activities presently offered to handicapped populations. Approximately 44% of the reviewed literature dealt with activity reporting. This is due to both the easily descriptive nature of activity reporting and the wide variety of activities offered. A compilation of the activities described in the reviewed publications is found in Table II.

A second frequently observed component was Philosophy. Nearly 42% of the analyzed resources discussed either the philosophy of a specific recreation program or included general philosophical statements regarding the provision of recreational opportunities to special populations.

Source of Funds; Personnel; Areas, Facilities and Equipment; and Consumerism were four additional components often addressed in the analyzed material. Statistically, 36% of the analyzed resources discussed funding, 30% reported on personnel, and 20% wrote on both Areas, Facilities, and Equipment and Consumerism.

It is interesting to note that of the three special problem areas included as components in the "backbone" (architectural barriers, attitudinal barriers, and transportation), the one most frequently encountered in the literature was transportation. Based upon the fact that 24% of the reviewed resources addressed this problem it can be theorized that transportation is the major issue of concern among community recreators working with handicapped children and youth. While no one would deny that architectural and attitudinal barriers are significant deterrents to recreation programming, they rated only 14% and 10% on the same standard.

Other critical components that drew support in the analyzed resources included Program Evaluation (16%), In-Service Development (16%), Advocacy (14%), Public Information (14%), Interagency Coordination (12%), and Leisure Counseling/Education (10%).

Significantly, the component entitled Handicapped Find - the locating of the target population and the disseminating of information to them - was the component least supported by the reviewed literature. Only 16% of the analyzed resources discussed the techniques employed in Handicapped Find operation (For more specific information on this component see the "Handicapped Find Review" attachment.)

#### Gaps in Knowledge

As was previously noted, the majority of resources analyzed were materials which were activity oriented. Other essential components of community recreation and leisure services to handicapped children and youth are often ignored in representative literature. Thus, while we may know what activities a program offers, it is often impossible to answer other important questions about that service (i.e., how is it funded, who does it employ, what are the many problems it has encountered, etc.)

In addition, the Construct for Analysis of Literature has revealed that the majority of resources are oriented towards specific disability groups. It is common to have individual articles dedicated to reporting on swimming for the mentally retarded or skiing for the blind while ignoring more general programs and populations. Owing to this fact it is difficult to assess the extent of community special recreation programs now in existence.

Finally, the Construct for Analysis of Literature has substantiated the hypothesis that publications concerned with community recreation for handicapped children and youth are rare. The fifty reviewed resources are believed to be



a representative sample of these publications yet, the analysis of them makes it clear that literature in this field is extremely limited in terms of scope and content.

#### Recommendations

Based upon the resources analyzed in the Construct for Analysis of Literature it is suggested that.....

- (1) Further research is needed to identify those components most critical to the establishment and growth of community recreation and leisure services to handicapped children and youth.
- (2) Increased effort must be made to identify and disseminate information in relation to existing community recreation programs serving handicapped children and youth.
- (3) Further publication of standards, guidelines, and other essential materials necessary to facilitate replication of "model" programs.
- (4) Increased effort by park and recreation personnel to identify and utilize existing federal, state and local resources to benefit the development and growth of community recreation programs for handicapped children and youth.
- (5) Increased effort by park and recreation personnel to develop programs of interdisciplinary cooperation and coordination with other agencies and organizations serving handicapped populations (i.e., voluntary health agencies, community schools, etc.)

Table II

Compilation of Recreation Activities Currently Offered to the Handicapped.

I. Aquatics/Swimming

- |                     |                            |
|---------------------|----------------------------|
| - Motor Boating     | - Life Saving              |
| - Canoeing          | - Swimming - Instructional |
| - Sailing           | - Swimming - Free          |
| - Rowing            | - Water Sports             |
| - Water Skiing      | - Water Safety             |
| - Surfing           | - White Water Rafting      |
| - Scuba/Skin Diving |                            |

II. Crafts

- |                     |                         |
|---------------------|-------------------------|
| - Basketweaving     | - Metal Crafts          |
| - Bone Carving      | - Paper Crafts          |
| - Cake Decorating   | - Wood Crafts/Carpentry |
| - Candlemaking      | - Macrame               |
| - Ceramics          | - Furniture Design      |
| - Clothes Design    | - Hooking Rugs          |
| - Costume Making    | - Jewelry Making        |
| - Dyeing            | - Plumbing              |
| - Origami           | - Soap Carving          |
| - Quilting          | - Wax Carving           |
| - Reupholstering    | - Wickerwork            |
| - Welding           | - Wire Sculpture        |
| - Floral Crafts     | - Wood Burning          |
| - Leather Crafts    | - Whittling             |
| - Mechanical Crafts |                         |

III. Cultural/Ethnic

- Festival
- Exhibits/Demonstrations

IV. Arts-Graphics

- |                     |                  |
|---------------------|------------------|
| - Stenciling        | - Photography    |
| - Art Appreciation  | - Sculpture      |
| - Art Exhibit-Shows | - Cartooning     |
| - Drawing           | - Ice Sculpture  |
| - Painting          | - Lithography    |
|                     | - Snow Sculpture |

V. Dance

- |          |                |
|----------|----------------|
| - Ballet | - Record Dance |
| - Ethnic | - Social       |
| - Folk   | - Square       |
| - Modern |                |

#### VI. Drama

- Children's Theater
- Community Theater
- Creative Character
- Pageants
- Readings - Poetry/Prose
- Stage Craft
- Puppetry
- Radio/TV
- Talent Shows
- Directing (plays/films)
- Pantomime

#### VII. Career Education/Guidance

- Community Based Recreation
- Leisure Entertainment and Enterprises
- Resource Based Recreation
- Tourism and Hospitality
- Career Guidance
- Career Placement

#### VIII. Collecting

- Collecting
- Art Work
- Wild Food
- Plants
- Dolls
- Magazines
- Scrapbooks
- Seashells
- Stuffed Animals
- Swords
- Cans
- Stamps
- Models
- Postcards

#### IX. Educational Activities

- Debating
- Forensics
- Meteorology
- Zoology
- Budget/Monetary Skills
- Communication Skills
- Cooking Skills
- Grooming/Hygiene
- Sex Education
- Shopping Skills
- Time Skills
- Travel Skills
- Appliance Repair
- Astronomy
- Geology

#### X. Entertainment

- Radio
- TV
- Theater
- Operas
- Symphonies
- Puppet Shows
- Night-Clubbing

#### XI. Fitness

- Exercise Program
- Weight Program
- Jogging
- Mobility Training
- Gymnastics
- Bicycling
- Weightlifting

## XII. Games

- Card Games
- Board Games
- Puzzles

## XIII. Leisure Education

- Skills Classes
- Leisure Education Classes
- Survey Community Resources

## XIV. Mental/Literary

- Discussion Groups
- Creative Writing
- Editing
- Reading
- Correspondence

## XV. Music

- Choral Groups
- Instrumental Groups
- Music Appreciation
- Festivals
- Lessons
- Singing
- Talent Shows

## XVI. Outdoor Recreation

- Lawn Bowling
- Croquet
- Motorcycling
- Riflery
- Rodeo
- Snowshoeing
- Snowmobiling
- Soap Box Derby
- Tobaggoning
- Tetherball
- Camping
- Fishing
- Gardening
- Horticulture
- Hiking/Backpacking
- Hunting
- Mountain Climbing
- Outdoor Education
- Nature Studies
- Horseback Riding
- Ice Fishing
- Ice Boating
- Kite Flying
- Beachcombing
- Birdwatching
- Cave Exploration
- Horseshoes

## XVII. Social/Organization

- Church Groups
- Clubs
- Consumer Groups
- Special Interest Groups
- Fraternal Organization
- Parties
- Picnics
- Political Groups
- Volunteer Groups



### XVIII. Special Events

- Birthdays
- Fairs
- Holiday Ceremonies

### XIX. Sports, Individual-Competitive

- |                   |              |
|-------------------|--------------|
| - Bowling         | - Wrestling  |
| - Golf            | - Curling    |
| - Horseshoes      | - Fencing    |
| - Pocket Billiard | - Paddleball |
| - Table Tennis    | - Handball   |
| - Tennis          | - Judo       |
| - Track & Field   | - Karate     |

### XX. Sports, Individual-Non-Competitive

- |               |                  |
|---------------|------------------|
| - Archery     | - Rollar Skating |
| - Bicycling   | - Winter Sports  |
| - Ice Skating |                  |

### XXI. Sports, Team-Competitive

- |                |              |
|----------------|--------------|
| - Baseball     | - Soccer     |
| - Basketball   | - Softball   |
| - Football     | - Volleyball |
| - Field Hockey |              |

### XXII. Tourism and Travel

- |                       |                        |
|-----------------------|------------------------|
| - Outings             | - International Travel |
| - Hosteling           | - Special Olympics     |
| - Out-of-state Travel |                        |

### XXIII. Voluntary Service

- |                             |                 |
|-----------------------------|-----------------|
| - Leisure Leader Activities | - Teacher/Tutor |
| - Community Activities      | - Conversing    |

Table III

Compilation of National Societies/Clubs Open to Handicapped Participation.

American Legion  
American Society for the Prevention of Cruelty to Animals  
Audubon Society  
Automobile Clubs  
Boy Scouts  
Girl Scouts  
Campfire Girls  
Chamber of Commerce  
Common Cause  
Civil Liberties Union  
4-H Clubs  
Golden Age Clubs  
Kiwanis  
Knights of Columbus  
League of Women Voters  
Moose Clubs  
National Association for the Advancement of Colored People  
Parent Teacher Association  
Red Cross  
Republican Party  
Democratic Party  
Rotary  
Shriners  
Toastmasters Club  
Veterans of Foreign Wars  
Young Men's Christian Association  
Young Women's Christian Association  
Young Democrats  
Young Republicans  
Zero Population Growth

The National Institute on New Models of Community Based Recreation and  
Leisure for Handicapped Children and Youth

by Mr. David J. Szymanski and Mr. Thomas A. Hoffman

The National Institute on New Models of Community-Based Recreation and Leisure Programs and Services for Handicapped Children and Youth is a special project funded by the Unit on Physical Education and Recreation, Bureau of Education for the Handicapped, U.S. Office of Education. This special project is directed by Dr. John A. Nesbitt of the Recreation Education Program, The University of Iowa. Throughout this presentation the formal title will be shortened to "The Community Models Project."

During this presentation, we will attempt to make you aware of:

1. The Community Models Project,
2. The philosophy of The Community Models Project,
3. The different types of therapeutic recreation service delivery systems,
4. The existence and potential of rural recreation for the handicapped in the State of Iowa, and
5. The ten ways in which you can assist The Community Models Project.

The Underlying Concepts

The goal of The Community Models Project is to contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs. It is felt that an increase in leisure and recreational services will directly benefit the quality of life of all handicapped children and youth.

The means of achieving this goal is a national program of research and inservice training. The intent of the inservice training is to increase the competence of personnel in community recreation, park, cultural and leisure services and agencies in order that they may initiate, improve and expand the provisions of programs and activities for handicapped children and youth.

In conjunction with the project, the staff has undertaken a number of activities involving the:

- \* Review of literature on community recreation programs and leisure services,

- \* Review of research and demonstration projects on community programs,
- \* Conducting of a national survey of community recreation and park departments and the status of their programs and services,
- \* Conducting of field site case studies on recreation programs and leisure services,
- \* Identification and compilation of information on special model programs,
- \* Development of a state plan for cooperation and development of programs and services,
- \* Conducting a national conference and training institute to develop a national faculty for training at the regional and state level,
- \* Publication of training materials, guides, and audio-visual materials,
- \* Conducting regional institutes,
- \* Provision of program consultation, and
- \* Existing program of advocacy on behalf of the handicapped.

#### Delivery Systems

The Community Models Project has identified various types of delivery systems where leisure and recreational services are provided. Essentially, a delivery system is either the means through which the service is developed and implemented or the "environment" where the service normally exists.

Leisure Consumer Models are a set of programs that are organized and operated primarily by the handicapped themselves. These include such programs as Indoor Sports Clubs, Miss America - Deaf, Miss Wheelchair America, Disabled in Action and the Wheelchair Athletic Association.

Systems which help the handicapped become more aware of recreation and leisure opportunities and careers are called Consumer Leisure Competency Models. These systems are found in educational and counseling settings. In this instance, handicapped persons operate leisure education and leisure counseling for the primary benefit of other handicapped persons.



The models that have made an important effect upon handicapped persons' rights have been Leisure for Handicapped Advocacy Models. These are groups or organizations that take a political stand in advocating for handicapped rights with respect to the leisure needs and interests.

Special Recreation Service Models are familiar to most persons. These are special recreation programs designed exclusively for handicapped persons.

Supporting the above programs, services and systems are the Commercial Recreation for Handicapped Models. In this group, you will find travel agencies, transportation services, equipment manufacturers and distributors.

Probably the most diverse group falls under the Community Service Models. Included in this area are the Boy Scouts, Scouting for the Handicapped, YMCA, YWCA, Project Aquatics Mainstreaming, private facilities, theaters, clubs, auto clubs, Girl Scouts, 4-H, Chamber of Commerce, PTA, League of Women Voters, political parties and so forth.

The Creative and Performing Arts Models are a specialty group. The models provide cultural festivals, music, dance, art and drama at various levels both of a spectator and participatory nature.

At some point in their lives all handicapped are involved in Educational Models. These are both public and private systems which extend from pre-school through post secondary education.

Park and Recreation Department Models also exist at all levels--municipal, state, national, urban and rural. These models are in the ideal position to offer planned and continuous recreation and leisure services to the handicapped population.

State, federal and private funding goes to special agencies which try to achieve specific goals for specific groups. Such services as welfare and social services, Supplemental Security Income and sheltered employment are offered under Rehabilitation, Health, Social and Welfare Models.

The Support Service Models are in continuous operation. These are national agencies such as the National Recreation and Parks Association, the American Alliance of Health, Physical Education and Recreation and the National Consortium on Physical Education and Recreation for the Handicapped advocating on behalf of the handicapped; federal agencies such as the Bureau of Education for the Handicapped, the Vocational Rehabilitation Administration and the Presidents Committee on Employment of the Handicapped which offer a variety of services.

There are professional and technical services offering assistance to both participant and practitioner. Some examples of these services are the Therapeutic Recreation Information Center (TRIC), the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped (IRUC), and state entities such as Cooperative Extension and the State Commission on Aging.

Finally, there are Voluntary Health Agency Models. These are agencies offering services to specific disabilities. For example, there are agencies with program and advocate persons with birth defects, epilepsy, blindness and mental retardation.

The assumption was that various agencies provide programs and services to handicapped populations; secondly, that these agencies offer various types of recreational and leisure services; and finally, these agencies can be grouped into categories for each represents a related way of achieving a particular goal in terms of handicapped persons.

#### The Iowa Effort

Complementing the Community Models Project and a Program Assistance Grant in Training offered to The University of Iowa, Recreation Education Program, is project CARI - Impact (Culture and Recreation in Iowa). The intent of this project is to improve the delivery of rural-based recreation and cultural services to Iowa. This project is partially funded by the Iowa IMPACT Program of the Higher Education Act of 1965, Title I: Community Service and Continuing Education, U.S. Office of Education. The project is directed by Dr. John A. Nesbitt.

There have been eight regional institutes throughout the state geared for community leaders, political officials, professionals, volunteers and consumers of all types. The institutes have dealt with Leadership, the Arts, Handicapped, Women, Funding, Park Planning, Youth and Aging.

The institute on the Handicapped emphasized cooperation. Speakers from various state and local agencies (Vocational Rehabilitation, Developmental Disabilities, Special Education, Social Services, Professional Education and Community Recreation) addressed the recreational and leisure needs and interests of handicapped populations in rural areas.

The conclusion and recommendations of the institute participants were all too familiar with this group which has strived so hard in developing and implementing programs for the handicapped. The problems in rural areas are similar to those in large urban areas. There are always the staffing, transportation and facilities problems. These issues are further compounded by the fact that persons live a greater distance from potential programs. It is encouraging to note

that the key word which best describes the activities of institute participants was cooperation. Essentially, the regional institute introduced unfamiliar faces who now are interested in cooperating and implementing programs for the handicapped.

#### The Ten Ways

We would be remiss if we did not offer some suggestions on how to become involved in this popular movement called recreation and leisure for the handicapped. Dr. Nesbitt has outlined ten key actions that you can take now to advance Community Recreation for Handicapped. These ten actions are:

1. Get involved with the current deliberations over PL 94-142, the Education for All Handicapped Act. Recreation is integrated as an important related service in the education of handicapped children and youth.
2. Get involved with state agencies who have the potential of funding recreational programs for the handicapped. Attempt to obtain support from Developmental Disabilities, Vocational Rehabilitation, Social Security and others.
3. Monitor the proceedings and follow-up of the White House Conference on Handicapped Individuals by continuing to recreation and leisure needs through the Governor's Committees.
4. Offer your services to local park and recreation departments. Assist them by identifying the handicapped, conducting in-service training for their staff and involving your state organization.
5. Get involved with the governor's and mayor's committees on employment of the handicapped. At the national level, the President's Committee on Employment of the Handicapped has a special Committee on Recreation and Leisure. You may contact them by writing Committee on Recreation and Leisure, U.S. President's Committee on Educating the Handicapped, Washington, D.C. 20210.
6. Get involved in pioneering community recreation for handicapped services, such as leisure assessment and plan, leisure education, leisure counseling and leisure careers for the handicapped.
7. Get involved in major (existing) community recreation for the handicapped programs. Some of the major programs which exist are Special Olympics, Arts for Handicapped and Wheelchair Athletics.

8. Help recreation students to help the handicapped. Open your recreation center for interns and practicum students.
9. Get involved professionally with other disciplines. Attend meetings of special educators, vocational rehabilitation counselors, physical therapists and the like.
10. Finally, get involved in the removal of architectural barriers. The physical environment and its accessibility is important to the handicapped client.

The National Institute on New models for Community and Leisure for Handicapped Children and Youth has been addressing the problem of how to contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs. Increasing the leisure and recreational services will directly benefit the quality of life for all handicapped children and youth.



## Notes on Commonality Among 18 Model Programs and Among Survey Respondents

by Kenneth J. Zucker, M.A.

To allow the reader a comparison of each model against the respondents as a whole, we have included this brief summary. No attempt is meant to present the eighteen models as being indicative of the state of community recreation for the handicapped, only to add perspective to each individual system of service.

### Goals and Objectives

Indications of agreement were evident among the agencies. Not surprisingly, all ranked "leisure fulfillment" as a very high concern. Other goals listed as "very high" were: Fun and enjoyment; social skill acquisition; normalization; and self expression. Career education was considered to be of no concern or moderate concern by nearly all of the respondents.

Based on the responses, it appears that the priorities on program outcome remain in the areas of leisure, fun and self expression. There is some movement towards emphasis on normalization and social skill acquisition, while the question of advocacy for the equality of opportunity and the area of independent living as a goal were both rated high or very high by most of the agencies.

### Philosophy

In an attempt to discern any general philosophical agreement, certain statements received some consistency of unanimity:

- Recreation programs for the handicapped should be considered basic to a total recreation program.
- The handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.
- It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require that future facilities be barrier free.
- Overcoming misperceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.
- Recreation programs for the handicapped should be considered supplemental to the total recreation program.
- Recreation has the potential to promote positive change--that is, it has the potential to be "therapeutic."
- At the present time, local, state, and federal funding assistance is sufficient to meet handicapped programming needs.

### Cost of Community Programs for Special Populations

The eighteen agencies reported a total budgetary outlay of \$3,107,536 (average - \$182,796). This included staff, equipment and supplies, transportation, insurance, and other costs. The range of expenditure was from \$10,000 to \$800,000 per annum.

Estimated population served was 23,440 individuals, or an average of 1,379 per agency. Range was a low of eleven and a high of 5,144. From these reported figures, the agencies expended \$132 per individual per year.

Primary funding sources indicated were: Parks and Recreation funds (8); federal funds (4); state funds (2). The model agencies were generally in larger communities and costs may not be indicative of general budget allocations. Of the eighteen, twelve served populations of more than 500,000 and none had service areas of less than 50,000.

Community Based Recreation for the Deaf-Blind Population

Theme: The Role of Recreation as it Affects the Constructive Growth and Development of the Deaf-Blind - A Parent's Perspective

by George H. Hibbler

Mr. Hibbler is Second Vice-President, National Association for Deaf-Blind, 2008 Widener Place, Philadelphia, Pennsylvania. 19138

This paper was presented at the:

Out-of-School Activities for Deaf-Blind Children:

The Development of Recreation, Play, and Leisure Time Skills from the Classroom into the Home after School, around the Community

December 14-16, 1977, Downtowner Hotel, Bourbon Street, New Orleans, Louisiana

Co-Sponsored by: South Central Regional Center for Deaf-Blind Dallas, Texas; Louisiana State Department of Education Baton Rouge, Louisiana; Louisiana State School for the Deaf Baton Rouge, Louisiana.

\* \* \*

I shall indicate to you the positive influence and the role that recreation for the deaf-blind can contribute to your society's sense of community and how leisure activities provide personal fulfillment and well being for our special population.

Historically, recreational facilities and programs were esoterically planned and implemented, that is, public recreation centers and parks were designed for the general public and these centers and parks continue to serve only the general population while our special population of deaf-blind are excluded from these services. The values and rewards obtained from recreation are being withheld from our special individuals. Total service delivery is necessary to make the total person.

There is the need for community-based recreation for the deaf-blind. There is also the need for the general society to understand that deaf-blind people have the right to be and live in the community, to live as part of a community. They have the right to feel accepted.

Public attitudes towards the deaf-blind and other handicapped individuals needs changing, from shunning and avoidance to understanding and acceptance. Negative attitudes contribute greatly to the disfranchisement of handicapped people and the withholding of needed services. Appropo to the gap in services is a quote from Napoleon, "...Ability is of little account without opportunity..." Comparatively few deaf-blind persons are receiving any type of professional recreation and/or leisure benefits. The services obtained are categorically under-financed and frequently are demeaning because our deaf-blind people are located in limited supplies, staffing and support servives.

An excess of leisure time is forced upon deaf-blind individuals.

day programs  
five-day residential programs  
institutions and hospitals  
homebound  
employment  
employment part time and unemployed  
Exclusion of the deaf blind from social and  
cultural activities results in a form of  
deprivation which prohibits the development  
of both a sense of self and a sense of self-  
esteem.

Past excuses for not providing community-based recreation have been:

- 1) absence of proper legislation
- 2) inadequate or no funding
- 3) lack of trained personnel development
- 4) the low incidence of a target population
- 5) the absence of adeqaute facilities

These excuses can not be sufficient causes for lack of recreational activities because of the Rehabilitation Act, Public Law 94-142 and Public Law 90-480. In regards to excuse number 4, low incidence, a handicapped-find method among the population lists of schools and institutions will ferret out the deaf-blind population not being properly served. This handicapped find will increase the target population and remove the "low incidence" of the deaf-blind among us excuse.

According to Part 11 of the Federal Register, August 23, 1977, page 42478-121a.5 the definition for deaf-blind means "...conco-mittant hearing and visual impairments, the combination of which causes severe communication and other developmental and education-



al problems that they (the deaf-blind) cannot be accomodated in special eduction programs solely for deaf or blind children...." (1)

Recreation and leisure activities are vital to the process of healthy growth and development of our deaf-blind citizens. There is a void in the provision of therapeutic recreation. Therapeutic recreation is necessary to enable the physical, emotional, social, intellectual and spiritual growth of this specialized population. There needs to be added to the professional team the therapeutic recreation specialist.

The intrinsic values of recreation are now available to the handicapped through the provisions as stated in Part 11 of the Federal Register for August 23, 1977, whereby, "...Recreation includes the following: Assessment of leisure function, Therapeutic recreation services, Recreation programs in schools and community agencies, and Leisure education." (2)

What is recreation? Recreation is those activities in which a person engages during his or her leisure time. These activities refresh the body and mind, as after work, or after school. The forms recreation include of play, amusement, relaxation, the arts. In childhood it is called play, in youth and young adults it might be called recreation; and in adults and senior citizens it might be called leisure activity.

The therapeutic recreation specialist should assist parents with counseling, social casework, child care, and community agency services to and for the deaf-blind.

The multi-disciplinary team approach necessary to the recreation for the deaf-blind should include, but not be limited to, the following: Educational Diagnostician; Special Education Teacher; Physical Therapist; Social Worker; Rehabilitation Counselor; Case Management Worker and Parents. The composition of the multi-disciplinary team is contingent upon groups and individualized ongoing needs.

The key factors to the development and proficiency of community based recreation for the deaf-blind are:

program staff  
public awareness through the communication media  
support of city officials at the administration  
level, to include, but not limited to the mayor;  
council members, department heads, heads of  
Voluntary Health Agencies.

cooperative working relationships with other agencies such as Retarded Citizens, United Cerebral Palsy Association, Y.W.C.A. and Y.M.C.A. and other community organizations

An individualized recreation program should be comprised of the following components:

- (1) Assessment
- (2) Diagnosis
- (3) Prognosis
- (4) Prescription
- (5) Intervention
- (6) Evaluation

Nesbitt states, "... that professional recreation specialists are concerned with recreation, play, sports, leisure activities and games. In terms of the individual deaf-blind person, a professional recreationist establishes specific ameliorative objectives which can be measured in terms of cognitive, affective, social or physical development. A professional recreationist works with the interdisciplinary deaf-blind service team in contributing to the overall rehabilitation, education and functional development of the individual who is deaf-blind...The recreation program that lacks these features is simply not a professional program..." (3)

The characteristics of recreation service delivery to the deaf-blind should be a unique and complete set of plans.

Nesbitt further states, "...the total recreation program includes a number of activities designed to meet the group needs of deaf-blind persons. It operates on a daily, weekly, monthly, seasonal, and year-round basis. No less than the individualized recreation activities, the total program is designed to achieve specific objectives that contribute to the rehabilitation, education, and functional development of individual deaf-blind persons. The program that lacks specific objectives based on needs and evaluation of progress of individuals within the group is not a professional program. A nonprofessional program simply will not fulfill the recreation potential...." (4)

A total recreation program will provide the deaf-blind person with a more satisfactory social and emotional adjustment to his or her environment. It enables the deaf-blind to use their leisure constructively towards intellectual development by immediate and primary sources. Recreation increases their sensor-motory abilities. As a parent, I am continuously aware of the consequences brought about by the lack of community-based recreation for the deaf-blind. Nesbitt and Howard (1974) assessed the status of 65 deaf-blind sites throughout the nation. The results of the survey were: The education aspects of the programs were the classroom and playroom being the primary recreation facilities used and the education staffs were responsible for the recreation programs. The necessary basic components of a recreation program (guidelines, budget and staff) were absent in over half of those programs for which responses were received.

I wish to summarize services that are being provided to deaf-blind.

#### Programs Serving the Deaf-Blind

##### A. FEDERAL LEVEL

Helen Keller National Center for Deaf-Blind Youths and Adults  
Regional Centers for Services to Deaf-Blind Children

##### B. STATE LEVEL

Various State Commissions for the Blind  
Rehabilitation Commissions for the Handicapped  
State Departments for Special Education  
A few states and other governmental departments may be charged with the responsibility for Deaf-Blind persons.

##### C. STATE AND LOCAL LEVELS

A variety of private agencies include programs for deaf-blind persons. Some State Education Agencies are delegating the responsibility for directing programs to local boards of education.(5)

In view of the above there is a need for the establishment of State Deaf-Blind Coordinators within each state, not just for the delivery of education and related services, but for appropriate services that are required to assist the deaf-blind person to reach his optimum potential. As parents we are frustrated and confused. We do not know to whom to turn for help since there is such a maze of systems of delivery-an inappropriate maze. It would certainly help to have one contact unit, such as a state Deaf-Blind Coordinating unit/person.

Parents are the nucleus of any and all services for the deaf-blind and because of that position they are the prerequisites for advocacy.

Nesbitt has formulated some aspects of parent advocacy whereby the realization of adequate recreation, play, and leisure time productively shall occur.

"...1) Conduct programs to enhance public awareness of recreation needs and problems of the deaf-blind. One factor of understanding being that the handicapped have a right to belong in the community and the right to feel accepted. Increased awareness that handicapped persons also have values, skills, and abilities which can reshape the interaction between both populations. Many parents and family members who are new to the situation of having a deaf-blind child member of the family shall experience great relief in receiving information relevant to their needs;

2) conduct Deaf-Blind Awareness Week using the media for dissemination of news releases on aspects of Public Law 94-142 and other laws pertaining to the handicapped. Urge state legislators to allocate more funds for special education, have the governors and mayors of each respective state and city proclaim a specific week as Deaf-Blind Awareness Week;

3) organize deaf-blind parent groups who will take active leadership in organizing recreational services;

4) increase efforts to provide a normal family and home life for the deaf-blind through recreation and leisure time activities;

5) conduct recreation programs as a means of helping the public to understand and accept the person who is deaf-blind in recreational, park, cultural, and leisure settings;

6) insure the right of the deaf-blind to normalization through recreation and cultural participation on par with the general population;

7) support and institute funding of recreation and cultural programs for the deaf-blind;



8) develop plans for the complete integration of deaf-blind into existing recreation, cultural and leisure facilities..." (6)

In order to clarify and summarize my expectations for functioning, I submit the following.

Summary: Suggested Degrees of Impairment and Potential for Normalization

1. Educable (Self-sufficient): living independently, competitively employed, independent recreation activities
2. Trainable (high) Partially self-sufficient: sheltered employment and supervised group living-but independent in self help and in recreation activities
3. Trainable (middle) More dependent: sheltered work as a day structured recreation activities with more sheltered living
4. Trainable (low) Self care skills, but otherwise dependent
5. Totally Dependent - Requiring custodial care and dependent for self care.

Responsibility of the Parent

As a parent working with professionals you must be continually involved in the medical, psychological, educational, and social services which are to be provided for deaf-blind children. You as a parent must also have knowledge of legislative procedures such as, due process and other rights. You are the monitor of your child's programs and you must be certain that these services are appropriate throughout his/her participation.

Monitoring is your responsibility. You must ensure that self-actualization is one of the end products your child will obtain. Otherwise, his or her optimum will not be realized. Try to make certain that your efforts are geared towards the priorities of developing a total person.

#### Footnotes

- (1) Federal Register, Part 11 - August 23, 1977,  
p. 42478-121a.5.
- (2) Ibid.
- (3) Nesbitt, A. John-Professor, Play, Recreation, and  
Leisure for People Who Are Deaf-Blind. National  
Institute on Program Development, University of  
Iowa, 1974.
- (4) Ibid.
- (5) Lowell, L. Edgar and Rouin C. Carole, eds.,  
State of the Art, "Perspectives on Serving Deaf-Blind  
Children." Sacramento, 1977.
- (6) Nesbitt, John A. and Gordon Howard, Editors, Report  
of Proceedings of the National Institute on Program  
Development in Recreation Service for Deaf-Blind,  
Iowa City, Iowa, 1974.

Parents and Friends of STAR (Social, Therapeutic Activities in  
Recreation), Inc. of Springfield, Massachusetts

by Mrs. Jacquelyn Davin

I am mother of four children, one about to graduate from Haverford College, one at Wheaton College, one at North Park College and one, John, who will be eight in May who is severely handicapped.

I serve as Secretary and on the Board of Directors of the Hampden County Association for the Retarded. I will assume the Presidency in June 1978. I have served on committees for the Massachusetts Department of Mental Health and the Massachusetts Rehabilitation Commission Advisory Committee.

Our Commonwealth is in the midst of emptying our state institutions and I find myself committed to advocating for support services, especially in recreation, for those individuals about to join us in the community as well as for those individuals with special needs who already reside in the community.

My son John is a delightful boy. He will be eight in May and at this time legally blind, severely retarded, hearing impaired and has limited motor skills. He has seizures. He has attended a Developmental Day Center five days a week, for eight months. Prior to that he attended a Community Clinical Nursery operated by the Association of the Retarded and Massachusetts Department of Mental Health. In 1975 John began attending Handicamp Summer Program. It is sponsored by the Springfield Recreation Department for handicapped youngsters ages 3-21 years. Most campers have two or more handicaps. It operates eight weeks during the summer and serves 40 campers a week. The Saturday Program operates from October to June and provides 32 Saturdays while serving 28 youngsters.

My sons' sight, hearing and awareness increased as a direct result of the stimulation the Recreation Program provided.

Handicamp has been operational for 15 years. Handicamp began as a Recreation program under the Hampden County Association for Retarded Children. As the program developed the ARC then "spun off" the sponsorship to the Springfield Recreation Department. As the camp grew in campers it was divided into two camps, Handicamp and Camp Angelina. Camp Angelina serves 80 citizens during the five day, eight week program. All campers are mentally retarded and mobile. I am hopeful that when the Therapeutic Recreation Specialist is hired by the Park and Recreation Commission this year that Angelina will experience development and growth.

There have been two problems at Handicamp. First, civil service requirements forced the use of non-trained, non-rehabilitation of disabled oriented personnel. Through various activities we have tried to encourage the hiring of personnel who are sensitive to special needs campers, but we are still struggling with a Springfield residency requirement which limits the selection of personnel. We have been working to have out-of-town tuition income used exclusively for Handicamp staffing and programming.

About three years ago parents involvement stimulated concerned citizens to plan a trip to Cincinnati, Ohio to view programs at a Center for the Handicapped. Those going included the Assistant Director of Hampden County Association for the Retarded, myself, a representative from our Parents and Friends of Handicamp, a representative from the local Springfield Elks Lodge #61 who has continuously aided campers, a person working in planning at the Regional Office of the Department of Mental Health and the Camp Director and four college students who work in the summer on staff. Each student took time off from studies and paid his own way.

That was where it was at...what we were looking for and hopeful that could happen in Springfield. Mr. Larry Zinn, Director of the Center for the Handicapped had extended himself to set up this appointment for us and he was the perfect host and we shall be ever grateful for his help. His center was beautiful and his capability to direct the program was unbelievable. It is serving a part of the handicapped population of Cincinnati. However, we did not see the severely handicapped population, as compared to our Handicampers, in greater Cincinnati and from my understanding those persons are still in the State Institutions of Ohio.

The relationship between the Center and the Therapeutic Recreation unit of the Department of Recreation directed by Ms. Cathy Deiters was good and so services were being coordinated between the private sector and the City.

Mr. Zinn told us about the San Francisco Recreation Center for the Handicapped and it was our first information on that center.

Ms. Deiters, a Therapeutic Recreation Specialist, took us to sites that provided community recreation for or including the handicapped. We observed the kind of programming we all felt could be developed in our own city and we knew that the same kinds of resources were already available in Springfield. What we needed was a Therapeutic Recreation Specialist to coordinate those services. Upon return from the visitation, we concerned citizens made recommendations to the Parks and Recreation Commission to hire a Therapeutic Recreation Specialist.



Following the trip to Cincinnati I had the good fortune to be appointed as an alternate to the White House Conference for Handicapped Individuals. My adrenaline was really flowing by the time I arrived in Washington, D.C. The State delegate assigned to Recreation was Dr. Zlody and when she had a commitment one of the days of the Conference she was thoughtful enough to let me borrow her badge. I sat in on Recreation and received so much stimulation and information that I have not stopped running at full steam ahead on behalf of Recreation for the Handicapped in the Community Setting. I met Janet Pomeroy of the San Francisco Recreation Center for the Handicapped and she has been one of my greatest resources.

Our parents group for handicamp has grown stronger since 1976 and the desire to be a more effective and responsible advocate for recreation services for the handicapped has surfaced. The desire to incorporate became stronger when attempts to bring about incorporation through the local legal aid group started dragging. We hired our own lawyer and began the process. Our thoughts began to expand beyond Handicampers, for what services would there be when our Campers became 21? So we decided to change the proposed name from Parents and Friends of Handicamp to Parents and Firends of STAR, Inc. (STAR...Social, Therapeutic Activities in Recreation). Now we look at our campers as "Stars and Starlets" shining at Handicamp and as they grow we must be sure programs grow with them.

Our latest advocacy is in developing a Silk Screen Project for Teens under recreation. We have new Co-Directors who are presently offering sensitive capable leadership and who we hope to have with us for a long time. STAR recommended and diligently advocated for our present Co-Directors.

The White House Conference made available to me the materials that were prepared through the BEH National Institute on Community Recreation for Handicapped and I shall be eternally grateful. Since receiving my first copies of the National Institute models information I have literally worn them out through daily use for study and public awareness. It provided the support and understanding I needed before I could effectively advocate for the much needed Recreation for the Handicapped population of my community. I am so grateful to my Commonwealth for making it possible for me to go. One particularly helpful piece was the booklet on Play, Recreation and Leisure for People Who Are Deaf-Blind that was prepared through the National Institute on Recreation for the Deaf-Blind.

The future presents great challenges and problems. Our State Law 766, which is similar to Public Law 94-142, has prompted involvement and expectations but it seems that there are gaps in delivery. This past year at Handicamp there was greater pressure

from parents of severely, multi-handicapped youngsters to have more formal, structured therapeutic program. Parents can see growth and development in their children and now want more service and a continuing year-round camp.

This coming summer the Educational Collaborative may provide a summer program but it will serve only five from our Handicamp. The Springfield School Department and surrounding towns do develop educational plans that "core" the youngsters into Handicamp. Transportation funds come through education funding but no funds have been available for programming at this time. State Law 766 was not accompanied by proper funding. There are many problems and local school departments are getting hit with medical and residential costs for handicapped children.

Children who have educational plans which include Handicamp arrive at our door without any announcement or paper work. Until now we have not turned away a youngster but how long this can continue remains to be seen.

I am indeed grateful to those agencies that have made materials on recreation for the handicapped available. We are far from finishing our advocacy in Springfield but we do have a beginning.

I am interested in knowing more about plans to form a national organization of consumers and advocates devoted to recreation for handicapped. STAR would be interested in obtaining more information on groups who advocate recreation for the handicapped. I will be writing to Dr. Julian Stein of A.A.H.P.E.R. and Ms. Yvonne Washington of N.R.P.A. soon.

Mrs. Jacquelyn Davin  
47 Ruskin Street  
Springfield, Massachusetts  
01108

PARENTS AND FRIENDS OF STAR, INC.

BY-LAWS

ARTICLE I ----- NAME

This organization shall be known as the Parents and Friends of STAR, Inc., hereinafter referred to as the association. The term "STAR" referred to in the corporate name refers to: Social, Therapeutic Activities in Recreation.

ARTICLE II ----- PURPOSE

The purpose of this association shall be consistent with those enumerated in the association's Articles of Organization.

ARTICLE III ----- MEMBERSHIP

Membership shall be open to parents, friends and interested parties of the children participating in its programs.

ARTICLE IV ----- OFFICERS AND THEIR ELECTION

The officers of the association shall be (1) President, (2) Vice President, (3) Secretary, (4) Clerk, and (5) Treasurer.

Those officers shall perform the duties hereinafter specifically provided, and such other duties as are usually incident to these offices.

There shall be a maximum of thirteen members on the Board of Directors. The board shall consist of the officers of the association and eight directors.

At least one month in advance of the Annual Meeting, the members shall receive written notice that nominations for officers and Board of Directors members may be submitted to the nominating committee. At least two weeks prior to the Annual Meeting, the nomination committee shall, acting through the Secretary, submit the names of each office to the membership. Election by ballot shall be held at the Annual Meeting and the person receiving the largest number of votes for each

office shall be declared elected. In case of a tie, the Board of Directors shall appoint the officer for that office from among those persons involved in the tie. Officers shall serve from the day elected until the next Annual Meeting.

The nominations for officers and Board of Directors shall be open to parents, friends, and interested parties alike, providing they are members of the association. Only one member of each family membership shall serve as officer on the Board of Directors. Any vacancy which may occur in an office shall be filled by appointment by the Board of Directors.

#### ARTICLE V ----- MEETINGS

The Annual Meeting of the association shall be held at an October meeting of each year. The exact date to be approved by the Board of Directors. The Board of Directors may call additional business meetings of the association as it shall deem proper with two weeks minimum notice.

There shall be a minimum of eight (8) membership meetings each year.

The President is empowered to call special meetings of the Board of Directors as needed.

#### ARTICLE VI ----- BY-LAWS

By-Laws of the association may be passed, amended or repealed at the Annual Meeting of the association by a majority vote of the members present, provided two weeks notice of the proposed change has been given to the members.

Changes shall be proposed by the Board of Directors on its own motion or any member may submit a proposed change, in writing, to the Board of Directors.

#### ARTICLE VII ----- DUES

The fiscal year of the association shall be from July 1 to June 30. The amount of the annual dues, if any, shall be determined for each year by the Board of Directors.

#### ARTICLE VIII ----- COMMITTEES

Committees shall be formed by the President as necessary to carry out the affairs of the association.

All committees and function's chairmen shall submit a Financial Report to the Treasurer.



ARTICLE IX ----- QUORUM

The quorum shall be those members attending any business meeting provided at least 10% of the total voting membership is present. At Board of Directors' meetings, the quorum shall be one-half of the members, plus one.

ARTICLE X ----- VOTING

There shall be one vote per membership family.

ARTICLE XI ----- DUTIES

PRESIDENT - The President shall be the chief executive officer of the association and shall, subject to the direction of the Directors, have general supervision and control of its business. Unless otherwise provided by the Directors, the President shall preside, when present, at all meetings of members and of the Directors, and shall appoint committees.

VICE-PRESIDENT - The Vice President shall assist the President in duties and preside and carry out his duties in case of his absence and perform other duties as the Directors shall prescribe.

SECRETARY - The Secretary shall attend all meetings of the Board and the members, shall keep records of all Board and membership meetings, make reports at meetings, be responsible for all correspondence, and notify members and Directors of meetings.

CLERK - The Clerk shall keep or cause to be kept in Massachusetts, at the principal office of the corporation or at his office, the membership records of the corporation, in which are contained the names of all members and their record address, and make new membership lists once every year.

TREASURER - The Treasurer shall collect all monies, keep an accurate written record, make all authorized disbursements and shall have the authority to open bank accounts in the name of the Association and sign checks thereon. Make reports at Association and Board meetings and give written reports to President once a year, have books opened for audit and publish reports for the minutes of the Annual Meeting.

BOARD OF DIRECTORS - The Board of Directors shall have the general direction, control and management of the association. They shall have the power to appropriate funds to conduct the general business of the association.

ARTICLE XII ----- BASIC POLICIES

The association shall be non-profit, non-sectarian and non-partisan.

ARTICLE XIII ----- AUTHORITY

"Robert's Rules of Order Revised" shall govern this association in all cases to which they are applicable and in which they are not inconsistent with these By-Laws.

A County Non-Profit Special Recreation Association Model:  
The Association on Recreation Services for the Handicapped of  
Santa Clara County (Calif.), Inc.

by Dr. John A. Nesbitt

The Association on Recreation Services for the Handicapped of Santa Clara County, Inc. started as a county level committee in 1968. After meeting for two years the committee in 1970 reconstituted itself as a non-profit, educational, voluntary, service association.

When the Association's Board of Directors was formed it provided for representation of handicapped consumers, of parent advocates, of professional workers and agencies providing recreation service.

For individuals or groups who are reticent to undertake incorporation because of costs, it should be noted this association was formed because legal, accounting and other services were contributed. Disease and disability strike all occupations groups and levels; thus, every community has an array of specialists such as lawyers, teachers, skill laborers and so on who will contribute their services if the cause is good and in the public's interest.

The general aim of the association was not actually to conduct direct service projects but to serve as an advocate - uncovering needs, asking local departments and schools for help, encouraging civic groups, such as Jaycees, to help and, generally, creating a condition of broad community awareness and support.

The association met monthly for a "brown bag" moving from rehabilitation site to rehabilitation site (school, center, home, etc.). Obviously, there were no special costs. The association took on modest projects such as the preparation of a directory of recreation programs. The directory provided information on programs, clientele, time, place, costs, location, personnel, telephone numbers, etc. The value of the directory is attested to by the fact that over a three year period a total of 5,000 copies were requested by consumers, parents, agencies, etc. in a community that numbered 1.1 million at that time.

The meetings served to create open, working lines of communication and cooperation between and among consumers, parents, advocates and providers of service. The communication network grew each month until literally hundreds of people were involved. Thus, it was possible to get consumers and parents in touch with programs, services and assistance. Or, a member would announce at a meeting, "I got a call from a parent last week who needs..." Ideas, suggestions and possibilities would be forthcoming.

A note of caution is needed. At no time did the association overtax anyone who was involved. The effort was wholly voluntary and if volunteers were overtaxed of their time and energy they would have had to drop out. The fact that a person attended the monthly meeting was a contribution to the effort to initiate, expand and improve recreation opportunity. By virtue of attending, he or she would keep abreast of developments, hear about problems and so on. Being better informed, the person was thus better able to assist the development of recreation opportunity for handicapped. However, when the member did have time, the framework was available and ready to reach out to and assist throughout the county.

The major achievement of the association was in creating sufficient general community awareness of need and a high level of public agency inter-agency trust to make it possible for the county to be awarded a major Social Security grant for the purpose of providing recreation services to literally thousands of the county's handicapped.

The information that follows is suggestive of general activities carried on during its first months of operation, its information directory and its constitution.

The model program described here is one that can be, and should be, started in literally hundreds of American communities. It requires no money or grand professional plan. It requires only concerned citizens who are willing to work patiently over a period of time to achieve small but very important aims.

#### Appendix A

"Brief History of the Santa Clara County Committee and Association on Recreation Services for the Handicapped"

#### Appendix B

"Recreation Programs for the Handicapped in Santa Clara County"

#### Appendix C

"Recreation for Handicapped - The Association on Recreation Services for the Handicapped of Santa Clara County, Inc., Constitution and Bylaws"



Brief History of the Santa Clara County Committee and Association  
on Recreation Services for the Handicapped

by Ms. Ann Yates

I. Officers and Subcommittee Members

Chairman: Dr. John A. Nesbitt  
Vice Chairman: Mr. Robert Williams  
Secretary: Mr. Pete Arballo

Subcommittees:

Nominating Subcommittee: Rose Crimi  
Helen Jones  
Marge Abbott

Architectural Barriers Subcommittee: Bob Williams  
Joan Smith  
Tom Jelcick  
Secretary: Marianne Soulek

Student Volunteer Subcommittee: Skip Light  
Aldo Donnalioia  
Ann Yates  
Michele Richards  
Marianne Soulek  
Chairman: Nancy Breeding

Referral and Information Subcommittee: Betty Lovelace  
Alan Nelson  
Past Chairman: Alan Castle  
Co-Chairman: Phyllis Klein  
Co-Chairman: Roberta Heimark

Projects and Priorities Subcommittee: Rose Crimi  
Bob Williams  
Chuck Dougherty  
Liaison Consultant: Ruth Kaiser

Special Olympics Project Subcommittee:  
Chairman: Chuck Dougherty

Handicapped Recreation Awards Program Subcommittee:  
Project Officer: Val Defiesta  
Project Team: Phyllis Klein

Recreation Center for the Handicapped Liaison Subcommittee:  
Chairman: James Forderer

Procedures Subcommittee: Wanda Alexander  
Chairman: Ken Mitchell

## II. The Beginning

The Regional Task Force for Recreation for the Handicapped, funded through a state grant to the Recreation Center for the Handicapped in San Francisco, is interested in the development of a master plan for recreation services for the handicapped in nine Bay Area counties. They encouraged each county to develop a structure through which appropriate recreation programs could be designed and implemented. The Santa Clara County Committee was set up with its first meeting being held on October 8, 1968.

During its early months of operation, Miss Rose Crimi served as unofficial chairman and guiding spirit for the Committee with staunch support from the San Jose Department of Parks and Recreation.

## III. Reports of Subcommittees

March 23, 1969

Nominating Committee: Dr. John Nesbitt of San Jose State's Recreation Department was nominated President. No nominations were made for Secretary.

The Survey Committee: Bob Williams distributed copies of "A Study of Community Services and Unmet Needs for the Physically Handicapped in Santa Clara County, California."

April 29, 1969

Subcommittee on Architectural Barriers: Originally formed to decide the validity of Marianne Soulek's Architectural Barrier Booklet project, the Committee moved that the Committee accept the survey as limited to recreation services and not all services for handicapped in Santa Clara County. They also discussed financial support for the booklet.

Student Volunteer Subcommittee: A booklet was distributed and the significance of the statistics therein explained. Since no agency was available that could furnish accurate information as to the number of handicapped persons outside the schools and special recreation programs, the study was not accepted officially.

Nominating Committee: No nominations for Secretary were made, but Pete Arballo was to be contacted. Bob Williams was nominated for Vice Chairman.

Student Volunteer Subcommittee: Temporary Chairman, Nancy Breeding, wrote colleges in the area (Recreation, Occupational Therapy, and Physical Education Departments) to nominate one member each to serve on the Student Volunteer Subcommittee.

May 27, 1969

Referral and Information Subcommittee: The subcommittee recommended several ways of improving and broadening the Committee as far as membership

and effectiveness were concerned. They stated that the purpose should be to identify what cultural recreation programs can be made available to the handicapped and to develop a resource booklet making this information available.

Projects and Priorities Subcommittee: The subcommittee made the recommendation that the Committee continue in depth the two projects under way: 1. Survey of Recreation Services to Handicapped in Santa Clara County, and 2. expanding the scope of the Committee on Referral and Information to include Vocational Services as well as Recreation and Social Activities. They also suggested that the results be compiled into a Directory of Service for the handicapped of all ages in Santa Clara County to be geared for the consumer, not the agencies.

#### IV. Actions Taken by the Chairman

September 10, 1968 - The Chairman interpreted the objectives and scope of the Task Force as outlined in the initial meeting.

November 12, 1968 - In November, the Chairman set up a nominating committee for the election of Chairman and Secretary. The committee members were Rose Crimi, Helen Jones, and Marge Abbott.

After lengthy discussion about present services to the handicapped, it was found that such services were grossly inadequate. A Survey Report Committee was set up with Bob Williams as Chairman with the idea of organizing information about current services to the handicapped.

March 23, 1969 - Dr. Nesbitt suggested that the Committee accept the Architectural Barrier Booklet proposal until the next step of planning on the architecture survey. A subcommittee consisting of Bob Williams, Joan Smith, and Marianne Soulek worked with Tom Jelcick, advisor on the project. From their findings they can recommend endorsement, delay endorsement, or not endorse the proposed project.

April 29, 1969 - Dr. Nesbitt appointed a short-term commission to develop projects and priorities for the Committee to undertake in the future. Rose Crimi, Chuck Dougherty, Bob Williams, and Phyllis Klein were members. Ruth Kaiser was consultant to the group.

A subcommittee was appointed to discuss the official name of the main Committee. The members are Wanda Alexander, Bob Williams, and Ken Mitchell.

May 27, 1969 - The Chairman appointed Betty Lovelace and Jim Forderer to a subcommittee to seek information on the proposed Recreation Center for the Handicapped described by Mr. Gluth.

#### V. Action Taken By the Committees

September 10, 1968 - Each representative was asked to report on any other groups or contacts providing recreation services to the handicapped so that a resource file could be started and unmet needs could be determined.

October 8, 1968 - The Committee sent a letter to the Social Planning Council requesting sponsorship and staff services.

March 23, 1969 - Dr. John Nesbitt was unanimously elected President. It was agreed that the Committee find out if information on the handicapped population in cities on the peninsula and in Santa Clara Valley is available. A student subcommittee composed of Skip Light, Aldo Donnalioia, and Nancy Breeding were to work on finding this information.

Due to a problem of referral for people who need recreation services, Bob Williams, Allen Castle and Roberta Heimark were appointed to the Referral Subcommittee.

April 29, 1969 - It was decided that the Committee would accept the Architectural Barrier Survey as limited to recreation services. Bob Williams was unanimously elected Vice Chairman of the Committee.

#### VI. Activities Reported to the Meetings

October 8, 1968 - Mrs. Dorothy McDougall, Task Force Project Director, outlined the scope of the project and related the progress being made in other counties, emphasizing the unique job each county had in developing a master plan.

March 23, 1969 - Chuck Dougherty reported that the Fireside Friendship Club has been in operation for thirteen years and now meets two days a week. It is co-sponsored by the Santa Clara County Department of Mental Health and its budget request for next year includes recommendations for more hours, leaders, and materials.

Marianne Soulek of San Jose State College distributed materials and showed a film concerning architectural barriers for the physically handicapped and the elderly. It was proposed that the Committee endorse the survey Miss Soulek is conducting of architectural barriers in Santa Clara County. She is also compiling a booklet including a guide to activities and classes and accessibility of places to live and visit for the handicapped.

Ken Zukor distributed information on the workshop entitled, "A Basis for Unity in Therapeutic Recreation Services" to be held at San Jose State College. The purpose of the workshop was to improve communication between recreational therapists and others interested in recreational therapy in the Bay Area.

Tom Jelcick reported on a school district survey and found that no recreational services are provided for the handicapped and that without more statistical information to provide justification for such programs, the cost of personnel for Recreation Department-sponsored programs would be prohibitive.

April 29, 1969 - Sandy Mayfield announced a possible opening at the Santa Clara Valley Medical Center in July for a recreational therapist. The position of Recreation Therapist was vacated and immediately filled by an intern from San Jose State at Meramonte Mental Health Center.

It was announced that Career and Recruitment Day for Handicap and Therapeutic Services would be held May 10th.

A fund raising project was announced to be held May 4th at Gunn High (Palo Alto) to raise money to send Bob Millis to the California Wheel Chair Games in Sacramento May 23-25.

The Summer Session of the Recreation for the Handicapped Course at San Jose State College was reported open for registration.



A survey was conducted in the area on Recreation Services to the Handicapped by San Jose State College members of the Student Volunteer Subcommittee.

Marianne Soulek reported sending letters to City Administrators, schools, etc. in Santa Clara County. Volunteers surveyed their own neighborhoods and hopefully all Santa Clara County will be surveyed. An Alameda County booklet was shown as an example of the format for compiling the survey.

May 27, 1969 - Dr. Nesbitt reported on the recent \$20,000 award to the San Jose State College Recreation Department by the Bureau of Education for the Handicapped. He also told about his participation in the University of Oregon seminar on "Recreation's Role in the Rehabilitating of the Mentally Retarded."

Pete Arballo reported on the California Wheel Chair Games held at Gunn High May 23-25. They were a big success with entries from all over California and one entry from Arizona. There were 75 entries, almost three times as many as the previous year.

Mr. Harold Gluth from the Parent's Group in Fremont presented information on a proposal for a recreation center for the handicapped.

Joanne Dodge reported on a recreation therapist's salary survey she conducted in the Bay Area for the Miramonte Mental Health Center.

VII. Participation in Meetings

| NAME             | AGENCY                              | 1 | 2 | 3 | 4 | 5 | 6 | 7* |
|------------------|-------------------------------------|---|---|---|---|---|---|----|
| Marge Abbott     | Chandler Tripp School               |   | X |   | X |   |   |    |
| Wanda Alexander  | Fireside Friendship Club            |   |   |   |   | X |   |    |
| Pete Arballo     | California Wheel Chair Games        |   | X |   |   |   | X | X  |
| Carol Bartunek   | Cupertino Parks and Recreation      |   |   |   | X |   |   |    |
| Joanne Bolt      | San Jose Parks and Recreation       |   | X |   |   |   |   |    |
| Nancy Breeding   | San Jose State College              |   |   |   | X | X |   |    |
| Larry Caillau    | Valley Handys Club                  |   | X |   |   |   |   |    |
| Allen Castle     | Stanford Convalescent Hospital      |   | X |   | X |   | X | X  |
| Francis Collins  | Valley Handys Club                  |   | X |   |   |   |   |    |
| Rose Crimi       | San Jose Recreation Department      |   | X | X | X |   | X |    |
| Joanne Dodge     | Miramonte Mental Health Center      |   |   |   |   |   | X | X  |
| Aldo Donnalioia  | San Jose State College              |   |   |   | X |   |   |    |
| Jim Forderer     | Stanford Convalescent Hospital      |   | X |   |   | X |   |    |
| Harold Gluth     | Fremont Parents Group               |   |   |   |   |   | X |    |
| Lu Greenburg     | San Jose State College              |   | X | X |   |   |   |    |
| Robertta Heimark | Volunteer Services - Agnews         |   |   |   | X |   | X | X  |
| James Heinz      | Recreation Intern - Sunnyvale P & R |   |   |   | X | X |   |    |
| Pat Hobbs        | Hope for Retarded Children & Adults |   |   |   |   | X |   |    |
| Tom Jelcick      | Sunnyvale Parks and Recreation      |   |   |   | X | X |   |    |
| Helen Jones      | Santa Clara County Volunteer Bureau |   | X | X |   |   |   |    |
| Carol Jorgenson  | Stanford Convalescent Hospital      |   |   |   | X |   |   |    |
| Ruth Kaiser      | Comprehensive Health Planning       |   |   |   |   | X |   |    |
| Phyllis Klein    | Miramonte Mental Health Center      |   | X |   | X | X | X |    |
| Marie Keeling    | Recreation Intern - Agnews          |   |   |   |   |   | X | X  |
| Betty Lawrence   | Santa Clara County MR Committee     |   |   |   |   |   | X | X  |
| Skip Light       | San Jose State College              |   |   |   | X | X |   |    |
| Betty Lovelace   | Stanford University Hospital        |   | X |   |   |   | X | X  |
| James Masik      | Palo Alto Recreation Department     |   | X |   |   |   |   |    |
| Sandy Mayfield   | Santa Clara Valley Medical Center   |   | X | X |   | X | X |    |
| Ken Mitchell     | Sunnyvale Parks and Recreation      |   | X |   |   | X |   |    |
| John Nesbitt     | San Jose State College              |   |   |   | X | X | X | X  |
| Nancy Norris     | San Jose Recreation Department      |   |   |   | X | X | X |    |
| Mrs. Peterson    | United Cerebral Palsy Association   |   | X |   |   |   |   |    |
| Helen Ratchford  | Santa Clara County Welfare Dept.    |   | X |   |   |   |   |    |
| Carole Sekimoto  | San Jose State College              |   |   |   |   | X |   |    |
| Barbara Siemons  | Hope, Inc.                          |   | X |   |   |   |   |    |
| Joan Smith       | Resident Care Homes                 |   | X |   | X |   |   |    |
| Marianne Soulek  | San Jose State College              |   |   |   | X | X |   |    |
| Barbara Spangler | Recreation Therapy - Agnews         |   | X | X |   |   |   |    |
| Millie Stevens   | Hope, Inc.                          |   |   |   |   |   |   |    |
| Pauline Straub   | Social Planning Council             |   | X |   |   |   |   |    |
| Paul Thiltgen    | Santa Clara Parks and Recreation    |   |   |   |   |   |   |    |
| Bob Williams     | Easter Seal Society                 |   | X | X |   | X | X | X  |
| Ann Yates        | San Jose State College              |   |   |   |   |   |   | X  |

\*1. September 10, 1968

San Jose City Hall Cafeteria

2. October 8, 1968

San Jose City Hall Cafeteria

3. November 12, 1968

San Jose City Hall Cafeteria

(Attendance record not located)

4. March 23, 1969

San Jose City Hall Cafeteria

5. April 29, 1969

Easter Seal Society

6. May 27, 1969

7. June 24, 1969

Stanford Convalescent Hospital

VIII. Santa Clara County Committee on Recreation Services to the  
Handicapped Mailing List (July 18, 1969)

Marge Abbott, Principal  
Chandler Tripp School  
780 Thornton Way, San Jose  
298-2009

Wanda Alexander  
Fireside Friendship Club  
c/o County Health Department  
2220 Moorpark Avenue, San Jose  
297-1636

Pete Arballo  
1610 Sweetbriar Drive  
San Jose 95125  
264-8845

Bill Ayer, Director  
Parks and Recreation Department  
City Hall  
Gilroy, California  
842-3192

Sally O. Brown  
Rehabilitation Counselor  
State Dept. of Vocational Rehab.  
935 Ruff Drive, San Jose 95110  
286-6200

Carol R. Bartunek, Supervisor  
Cupertino Recreation Department  
City Hall  
21121 Stevens Creek Road  
Cupertino, California  
253-2060

Mary Butcher  
Ming Quong Children's Home  
499 Loma Alta Avenue  
Los Gatos, California  
354-6051

Lawrence L. Caillau, Vice Pres.  
Santa Clara Valley Handys Club  
1465 Walnut Grove Avenue  
San Jose 95126 241-1159

Jim Carter, Director  
Los Altos Recreation Department  
One North San Antonio  
Los Altos, California

Allen Castle, Director of Recreation  
Stanford Convalescent Hospital  
520 Willow Road  
Palo Alto, California 327-4800

Aldo Donnalioia  
814 Homestead Road  
Sunnyvale, California 739-3793

Joanne J. Dodge, Recreation Therapist  
Miramonte Mental Health Center  
560 Miramonte Street  
Palo Alto, California

Chuck Dougherty, Supervisor  
San Jose Parks and Recreation Department  
Room 203, 151 West Mission Street  
San Jose, California 292-3141 Ext. 661

Jim Forderer  
Stanford Convalescent Hospital  
520 Willow Road  
Palo Alto, California

Don Gale, Director  
Mt. View Parks and Recreation Department  
Post Office Box 10  
Mountain View, California 767-7211

Roberta Heimark  
Coordinator of Volunteers  
Agnews State Hospital  
San Jose 95114 267-2110 Ext. 2402

Pat Hobbs, Executive Director  
Hope for Retarded Children and Adults  
328 North Market Street  
San Jose, California

Tom Jelcick, Supervisor  
Sunnyvale Parks and Recreation  
Post Office Box 607, City Hall  
Sunnyvale, California 739-0531 Ext. 241

Helen Jones  
Volunteer Bureau of Santa Clara County  
1990 The Alameda  
San Jose, California 244-5252

Ruth J. Kaiser  
Comprehensive Health Planning  
Association  
1645 Willow Street, San Jose

Phyllis Klein, Recreation Therapist  
4264 Newberry Court  
Palo Alto, California 94306  
327-4378

Jack Lander  
Social Planning Council  
1659 Scott Boulevard  
Santa Clara, California 246-4111

Betty Lovelace, Recreation Director  
Stanford University Hospital  
300 Pasteur Drive  
Palo Alto 321-1200 Ext. 5135

Betty Lawrence, Board Member  
Santa Clara County Mental  
Retardation Committee  
3561 Parkland Avenue  
San Jose, California 248-1791

Beth Lubin, Program Director  
Community Association for the Retarded  
3864 Middlefield Road  
Palo Alto, California 95303

Robert McGuire, Director  
Milpitas Recreation Department  
1500 Excuela Parkway  
Milpitas, California

James Masik, Director  
Palo Alto Recreation Department  
1305 Middlefield Road  
Palo Alto 327-0141 Ext. 28

Sandy Mayfield, Recreation Therapist  
Santa Clara Valley Medical Center  
751 South Bascom Avenue  
San Jose, California 95128

John A. Nesbitt, Ed.D.  
Coordinator of Rehabilitation  
Services  
Department of Recreation  
San Jose State College  
125 South Seventh Street  
San Jose 294-6414 Ext. 2651

Mrs. Peterson  
United Cerebral Palsy Association  
391 West San Fernando Street  
San Jose, California 293-2777

Earl Sage, Principal  
Joseph McKinnon School  
2390 Moorpark Avenue  
San Jose, California 297-6336

Carole Sekimoto  
1140 Starbird Circle  
San Jose, California 248-1868

Mary Scribner  
525 Budd Avenue  
Campbell, California 378-2270

Barbara Siemons  
1511 Fordham Court  
Mountain View, California 967-4959

Joan F. Smith  
Residential Care Homes for the Aging  
c/o Santa Clara County Welfare Dept.  
55 West Younger  
San Jose 95110 299-2771

Marianne Soulek  
215 Twinlake Drive  
Sunnyvale, California 94086

Douglas Stanton, President  
Valley Handys Club  
15466 Chelsea Drive  
San Jose, California 377-2870

Millie Stevens  
Hope, Inc.  
328 North Market Street  
San Jose 95110 297-6157

Pauline Straub  
Social Planning Council  
1971 Geneva Way, San Jose  
246-4111 (Bus.) 377-3547 (Home)

Paul Thiltgen, Recreation Supervisor  
Santa Clara Parks and Recreation  
City Hall, Santa Clara 244-1400

Bob Williams, Executive Director  
Easter Seal Society  
2000 West Hedding Street  
San Jose, California



Recreation Programs for the Handicapped in Santa Clara County

Association for the Handicapped of Santa Clara County, November 1971

FORWARD

The Association on Recreation Services for the Handicapped of Santa Clara County, Inc., was the outgrowth of the Regional Task Force for Recreation for the Handicapped. Since its inception on October 8, 1968, the Association has provided an organizational framework wherein representatives of community agencies and groups, as well as individuals, may pursue efforts to foster recreation, social, leisure, and cultural activities for handicapped individuals.

One of its first priorities and projects was the development of a resource booklet to include recreation, social, leisure, and cultural programs and opportunities for the handicapped individuals in Santa Clara County. This is the third annual publication of those programs and services which have been identified.

- - -

Compiled by

Information and Referral Committee

Phyllis Klein  
Roberta Heimark

Additional copies are available from:

Mrs. Phyllis Klein  
4264 Newberry Court  
Palo Alto, California 94302  
327-4378

OR MAY BE REPRODUCED WITHIN YOUR OWN FACILITY.

ADULT PROGRAMS FOR THE HANDICAPPED

**FIRESIDE FRIENDSHIP CLUB**  
285 S. Market Street  
San Jose, California 95113

**Meets:** Tuesday, 1:00 to 10:00 p.m.  
Thursday, 1:00 to 5:00 p.m.

Contact: Mrs. Wanda Alexander 294-0773 or 379-7020

Disability: Residual mental illness

The program consists of therapeutic socialization including arts and crafts, hobbies, music, cooking, dancing, discussion group on current events, special activities and field trips. Open to people (ages 19 to 65 years) who have been in a mental hospital or outpatient clinic, or are recommended by a private psychiatrist, or social worker in this field.

Fee: For membership -- 75¢ per month.

**SANTA CLARA VALLEY HANDIS**  
San Jose, California

**Meets:** Center for the Blind  
101 North Bascom, San Jose  
Third Sunday of each month

Contact: Douglas Stanton 377-2870 or Beth Rux 275-9698

Disability: Physically handicapped

The program consists of club meetings followed by social activities, also picnics, theatre parties, socials, camping, etc. Open to all physically handicapped, 18 years and up, living in the Bay Area.

**GOLDEN SPOKES, P.V.A. Bay Area &**  
Western Charter  
1610 Sweetbriar Drive  
San Jose, California

**Meets:** Varies, check meeting time and place with Pete Arballo

Contact: Pete Arballo 264-8845

Disability: Paraplegic and any person confined to wheelchair

The program consists of basketball in the fall and winter, track and field in the spring. Open to males and females, living in Santa Clara County, 16 years and up.

**CALIFORNIA WHEELCHAIR ASSOC., INC.**  
2600 El Camino Real  
Palo Alto, California

**Meets:** Contact association for additional information

Contact: Greg Jensen 329-9171

Disability: Physically handicapped

The program includes track and field, archery, basketball, fencing, bowling, darts, billiards, table tennis, swimming, weight-lifting, javeling. This program is open to physically handicapped persons not necessarily confined to wheelchairs, but who do use wheelchairs in sports competition. Open to individuals 12 years and up.

**INDOOR SPORTS CLUB, INC., SANTA CLARA**  
VALLEY CHAPTER  
C/O Bob L. Benson  
P. O. Box 985  
Campbell, California 95008

**Meets:** Usually 2:00 p.m. to 5:00 p.m. on second Sunday of each month.  
Various locations

Contact: Al Coffey 266-0126 or Bob Benson 377-6598

Disability: Any visible physical disability

The program consists of: 1. Monthly social/business meetings: entertainment, refreshments or special dinners, picnics. 2. Weekly bowling on Saturdays during fall, winter, and spring. 2-day conventions, newsletter; occasional activities with other chapters; attempts to remove architectural barriers, to obtain passage of legislation, and to

INDOOR SPORTS CLUB, INC. (Continued)

establish a home or other housing. 3. National: Annual week long convention; monthly newspaper, The National Hookup; establishment of a complex of housing units. Open to adults and young adults.

Fee: Dues are \$6.00 a year. It may be paid monthly. Nominal charge for meals and refreshments.

Auxiliaries: Good Sports International, Santa Clara Valley Chapter. Contact Harry or Bea Quinn, 378-1763.

INDOOR SPORTS, INC.  
Palo Alto Chapter  
408 Northumberland Drive  
Redwood City, California 94063

Meets: Every third Sunday of the month.  
First Presbyterian Convent Church  
(Near Mitchell Park) 670 East Meadow,  
Palo Alto. Time: 3:00-5:00 p.m.

Contact: Paul Wirthlin 369-2019

Disability: Physically handicapped

Auxiliaries: "Good Sports" - Mrs. Clay Dawson, Summit Drive, Redwood City  
The program includes business meetings plus a dinner or entertainment, picnics, boat trips, bowling, Christmas party, district newspaper, national newsletter, yearly anniversary dinner and installation of officers, occasional joint participation with other chapters. Focus on architectural barriers, recreation for the handicapped. Open to adults 21 years and up.

DOG HOUSE CLUB  
Oscar Spencer  
110 South Morrison  
San Jose, California

Meets: Blind Center, 101 No. Bascom  
San Jose - 1st Saturday of month

Contact: Oscar Spencer 295-6079

Disability: Blind

The program includes social activities and some service projects. Open to blind adults and sighted persons who wish to help - upon membership application.

Fee: Membership dues - \$3.00 per year

FRIENDLY VISITING SERVICE  
P. O. 4430

San Jose, California 95126

Contact: Mrs. Eloise Eddy 297-2660

Friendly visiting offers visiting service to lonely shut-in people to provide friendship and social contact. They visit in private homes and convalescent hospitals. It does not matter what the disability is (blindness, wheelchair person, shut-in, etc.) as long as we are able to have good communication with them. (We do not visit the mentally ill or the alcoholic.)

Meets: several training sessions a year  
to train new volunteers, both  
men and women and married couples.

CHATTERBOX CLUB  
1533 Alta Glen Drive  
San Jose, California 95125

Meets: Monthly -3rd Friday  
Easter Seal Society  
2000 W. Hedding, San Jose, Calif.

Contact: Mrs. Jack Meiss 266-3947

Disability: Loss of larynxes (voice boxes) due to cancer or other causes.

The program consists of social and educational activities (bingo, films, picnics, etc.) Participation in visiting newly laryngectomized persons.

Open to any person who has lost his larynx, aged 40-75, in Santa Clara County, Santa Cruz, etc.

Fee: \$2.00 (inability to pay does not preclude attendance at functions).

SAN JOSE PARKS AND RECREATION DEPARTMENT Meets: Tuesdays, 9:30-11:30 a.m.  
Room 203, 151 West Mission Grace Baptist Church  
San Jose, California 95110 484 E. San Fernando  
San Jose, California

Contact: Chuck Dougherty 292-3141, ext. 661

Disability: Mental illness

Ages: Adult

Program: Coffee House - A social and recreational program for those who have had psychiatric problems.

Fee: None

SAN JOSE PARKS AND RECREATION DEPARTMENT Meets: Wednesdays, 3:00-4:30 p.m.  
Room 203, 151 West Mission Grace Baptist Church  
San Jose, California 95110 484 E. San Fernando  
San Jose, California

Contact: Chuck Dougherty 292-3141, ext. 661

Disability: Mentally retarded

Ages: Adult

Program: Varied recreational activities including crafts, games, songs, trips, physical fitness, sports, etc.

Fee: None

#### HANDICAPABLES

Meets: First Saturday of the month  
10:30-3:00

Contact: Mrs. Delores Costanza 269-0702

Disability: Physically handicapped

Program includes a morning discussion group for those interested. Noon Mass followed by lunch at 1:30 p.m. A short business meeting followed by speaker or entertainment.

#### CHILDREN AND ADULTS

SANTA CLARA COUNTY CHAPTER OF THE  
NATIONAL MULTIPLE SCLEROSIS SOCIETY  
1060 Willow Street, Suite 3  
San Jose, California 95125

Meets: Meetings are announced in our newsletter. We have an annual meeting in January of each year and the public is cordially invited.

Contact: Mrs. Sherry L. Rollings, Executive Director 286-4111

Disability: Physically handicapped - Multiple Sclerosis or related disease

Program includes friendly visits, recreation, referral services. The Chapter will supply equipment to patients ineligible for other community or governmental assistance when requested and accompanied by a prescription. We print a bi-monthly newsletter and all announcements of patient socials are made in it. We have a public education program, through pamphlets and films - the films will be shown to groups upon request. Talking books are supplied upon request. Open to children and adults who live in Santa Clara County.

Auxiliaries: Santa Clara County Women's Division

SANTA CLARA COUNTY BLIND CENTER, INC.  
101 N. Bascom Avenue  
San Jose, California 95128

Meets: County Club Adult Blind - 2nd Wednesday each month, 8:00 p.m.  
Bingo - 3rd Friday each month 7:30-10:00 p.m.

Contact: Barbara Mandriques, Coordinator 295-4016

Disability: Blind, visually handicapped

The program consists of a Children's Hour every Tuesday morning 9:30-11:30 - stories, games in library. On Tuesdays: sewing 12:00-2:30 p.m. Thursdays: crafts 12-2:30 p.m.

Auxiliaries: Women's Auxiliary Santa Clara County Blind Center, 2nd Tuesday of month.

Sack lunch - workshop until 2:30.

Open to Santa Clara County, ages 2-90+.

Fees: None



MIRAMONTE MENTAL HEALTH SERVICES  
560 Miramonte Street  
Palo Alto, California 94305 321-5401

Meets: Outreach Program - afternoons  
and evenings Mon-Fri

Contact: Outreach Program - Miss Joanne J. Dodge 295-4696

Disability: Emotionally disturbed

Program services include a day treatment center, half-way houses and Outreach Program for board and care residents in central San Jose area. The Outreach Program offers activity therapy as a tool to socialization and integration into the community.

Fee: Based on ability to pay.

CENTER FOR THE VISUALLY HANDICAPPED  
Palo Alto Society for the Blind  
948 Cowper Street  
Palo Alto, California

Meets: See description of program

Contact: Mrs. Eileen Hancock, Director 327-8675

Disability: Visual handicaps

Program consists of recreation program which includes Information and Referral Services relating to recorded books and magazines, brailled and large type books; crafts class for seniors, 1st and 3rd Tuesdays 11:00 a.m. to 3:00 p.m. Braille class meets Tuesdays and Thursdays 9:30 to 11:30; class in self-defense (karate, judo, etc.) for 8-18 year old boys and girls meets Wed., 3:00-4:00, tickets and transportation arranged from time to time for special events. We anticipate considerable expansion of our programs after January 1st, i.e., ceramics, weaving, crafts for juniors. Open to all ages, serving San Mateo and Santa Clara Counties.

Fee: None

#### GO-GETTERS BOWLING LEAGUE

Contact: Lois Nardone 227-0925 (evenings)

Disability: Mental Retardation

Ages: 14 and older

This is a bowling program for boys and girls with scheduled tournaments and annual banquet. Participants must have an average score of 30-35. The league consists of 16 teams. While there are no vacancies in the current league, requests for participation for future vacancies may be directed to Lois Nardone.

SANTA CLARA COUNTY COUNCIL CAMP FIRE  
GIRLS, INC.  
1030 South Winchester Blvd.  
San Jose, California 95128

Meets: Tuesday evenings  
Sometimes the group goes on an excursion or for an overnight at resident camp.

Contact: Miss Patricia Kaiser 249-1300

Disability: Mentally Retarded

The program includes creative arts and crafts, games, sports, homemaking. Open to mentally retarded girls, 12 years and up.

Fee: \$3.00 per year.

COMMUNITY ASSOCIATION FOR RETARDED, INC.  
3864 Middlefield Road  
Palo Alto, California 94303

Meets: Phone Community Association for  
Retarded for specific information  
on meeting times and current programs.

Contact: C.A.R. Pool 328-7050, Jane Mallen Respite House 328-4221, Mr. Kreg Baker 328-0450, Activity Program Director.

Disability: Mentally Retarded

The program includes: 1. Pre-school program for 18 months to 6 years of age. 2. Activity Program: groups of educable and trainable adolescents and young adults (from 12 years) meet for social, recreational, and educational activities. 3. Swim program:

COMMUNITY ASSOCIATION FOR RETARDED (Continued)

a covered pool and specially trained staff are available for prescribed therapeutic swimming. Creative recreation for 6-12 year olds. Mon.-Wed., -Fri. 2:30-5:00 p.m. Varied recreational activities.

Fee: Established on basis of income and ability to pay.

RANCHO RINCONADA RECREATION AND PARK  
DISTRICT  
18525 Bollinger Road  
Cupertino, California 95014

Meets: Every Wednesday, 7:00-9:00 p.m.

Contact: Mrs. Pearl Caldwell 252-3660

Disability: Mentally handicapped

The program consists of social activities - games, dancing, singing, refreshments, field trips. Open to all mentally handicapped teenagers, 14 years and older, serving Cupertino, Campbell, San Jose, Santa Clara, Saratoga, Los Gatos.

Fees: 25¢ a week

SAN JOSE PARKS & RECREATION DEPARTMENT  
Room 203, 151 West Mission Street  
San Jose, California 95110

HOPE TEEN CLUB

Meets: Leininger Community Center  
286-3626 - in Kelley Park (Corner  
Keyes St. and Senter Rd.) 2nd  
and 4th Friday of each month 7:30  
to 10:30 p.m.

A teen club for mentally retarded and emotionally disturbed people at the social level of a teenager. Activities include: dances, work parties, trips, socials and appropriate games.

TRIPP TEEN CLUB

Meets: Leininger Community Center in  
Kelley Park (corner Keyes and Senter  
Road) 1st and 3rd Friday of each  
month, 7:30 to 10:30

A teen club for teenagers with physical and neurological disabilities. Also for teenagers with cerebral palsy. Activities include: socials, trips, group discussions, parties, and other appropriate activities. Open to physically and neurologically handicapped teenagers.

BLIND - New programs to be announced. Program information on all programs now available in Braille. Call San Jose Recreation Department for information.

CHILDREN

CUPERTINO PARKS AND RECREATION DEPT.  
10300 Torre Avenue  
City Hall  
Cupertino, California 95014

Meets: Saturdays from 9:30 a.m. to 2:30 p.m.  
later on excursion days

Contact: Paul Smith or Ann Cuny 253-2060

Disability: Trainable Mentally Retarded and Autistic

The program consists of crafts, games, rhythms, movement exploration, music, parties, and excursions. Open to anyone with similar handicap, however, participants are usually students at Nan Allan School, ages six to thirteen.

Fee: None - participant's family must pay for excursion cost, if any.

SANTA CLARA PARKS AND RECREATION DEPARTMENT  
1500 Warburton Avenue  
Santa Clara, California 95050

Contact: Mr. Ken Van Voorhis or Miss Mary Beth Turner 244-1400, ext. 267

Disability: Handicapped children or children with special needs

Recreation Program: (Spring) Social and physical recreation program designed for children with special needs. Activities include movement exploration, creative dramatics, music, arts and crafts, physical activities and special events. This program will be conducted by the Parks and Recreation Department in a ten-week session on designated Saturdays.

Meets: Dates - Saturdays - February 26; March 4, 11, 18; April 8, 15, 22, 29;  
May 6, 13 (Saturdays associated with a holiday were intentionally excluded).

Ages - 4-7 years old 10:00 - 12:00  
8-16 years old 1:00-3:00

Location - Bowers Park, Santa Clara

Recreation Program: (Summer) - The content of the summer program will be as outlined for the Spring recreation program but will be an every-day activity for a ten week session (Monday thru Friday)

Meets: Dates - Monday thru Friday - June 19 - August 25 (excluding July 4th holiday)

Ages - 4-7 years old 12:45-2:45  
8-16 years old 3:00-5:00

Location - To be decided

Fees: Recreation Program (Spring)  
1. Resident - \$5.00  
2. Non-resident - \$7.50

Recreation Program (Summer)  
1. Resident - \$15.00  
2. Non-resident - \$22.00

SAN JOSE PARKS & RECREATION  
Room 203, 151 West Mission  
San Jose, California 95110

Meets: Saturdays 1:30-4:00  
Chandler Tripp School, 780 Thornton  
Way, San Jose, California

Contact: Chuck Dougherty 292-3141, ext. 661

Disability: Physically and neurologically handicapped

Program is a Saturday program consisting of various playground activity programs.  
Open to elementary school ages in Santa Clara County.

Fee: None

SATURDAY MCKINNON PROGRAM

Meets: Saturdays 10-1 p.m. except holidays  
and school vacations. McKinnon  
School

Disability: Mental Retardation

A variety of playground activities and experience for elementary school-age mentally retarded children. Activities include: arts and crafts, trips, low organized games, picnics, and appropriate dancing, music, and drama.

PALO ALTO RECREATION DEPARTMENT  
J. Pearce Mitchell Community Center  
3800 Middlefield Road  
Palo Alto, California 94303

Meets: Saturdays - morning 10:00 to 12:00  
noon. Afternoon - 1:00-3:00 p.m.

Contact: Dick Bell 329-2488

PALO ALTO RECREATION DEPARTMENT (Continued)

Disability: For children who have difficulty with gross motor and social skills, or minor neurological problems.

Ages: Morning class - 5-8 years. Afternoon class - 9-12 years.

The program objectives are to offer children the opportunity to enjoy recreation in a relaxed non-competitive atmosphere, to increase self-confidence in play and social situations, and to improve coordination, skill, and self-expression. The morning class will emphasize activities that develop basic physical and social skills and techniques of physical and social activities. Specialized equipment used depends upon discretion of instructor.

Fee: \$6.00, non-residents pay double fee.

THE FOOTHILLS COUNCIL OF CAMP FIRE GIRLS Meets: Varied  
900 North San Antonio Road  
Los Altos, California

Contact: Mrs. Healy 948-3822

Disability: All handicaps

Program: Though the council has no handicapped groups, they will integrate the handicapped into existing programs whenever possible. Call Mrs. Healy for additional information.

Ages: 7 thru 8 years - Blue Birds  
Grades 4-6 - Camp Fire Girls  
Grades 7-8 - Discovery Club  
Grades 9-12 - Horizon Club

SANTA CLARA COUNTY COUNCIL  
Boy Scouts of America  
2095 Park Avenue  
San Jose, California 95126 243-5335

Contact: Mr. Ralph Sorti 264-7666 after 5:30 p.m. for handicapped programs information.  
Programs:

East Valley School - Cub Scouts - ages 8-11 Thursday 1:00 - 2:00 p.m.

Disability: Physically handicapped boys

Cub Scouts: Ages 8-11 years. Meets Chandler Tripp School, San Jose

Boy Scouts Ages 11-15 - meets Chandler Tripp School

Disability: Mental Retardation

Cub Scouts - meets Thursday 1:00-2:00 p.m. - McKinnon School, San Jose

Boy Scouts - meets Monday evening 7:30-9:00

Explorer Post - Ages 15 and older - meets Monday evening 7:30-9:00 at McKinnon School.

SWIM PROGRAMS

SANTA CLARA PARKS AND RECREATION DEPT. Meets: See below  
1500 Warburton Avenue  
Santa Clara, California 95050

Contact: Mr. Ken Van Voorhis or Miss Mary Beth Turner 244-1400, ext. 267

Disability: Handicapped children or children with special needs.

The swim program will be offered in June, August, and September. The program is designed to introduce and increase the child's confidence and skills in the water.

Meets: Dates - Monday thru Friday - June 12-16, 11:00-12:00

Monday thru Friday - August 28-Sept. 1 - 11:00-12:00

Saturdays - Sept. 9, 16, 23 & 30 - 11:00-12:00

Ages: 4-16 years old



SANTA CLARA PARKS AND RECREATION DEPT. (Continued)

Location - International Swim Center, 2625 Patricia Drive, Santa Clara

Fees: 1. Resident - \$2.00 2. Non-resident - \$3.50

COMMUNITY ASSOCIATION FOR THE RETARDED  
3864 Middlefield Road  
Palo Alto, California 94303

Meets: Contact the Swim Center for information

Contact: Bernice Dore 328-7050

Disability: All handicaps

Auxiliary: The Wedde Handi-swimmers of the Peninsula

The indoor Swim Center is specifically designed for use by handicapped persons. Swim instruction combined with recreational swim provided on a one-to-one basis. Open to all handicaps.

SAN JOSE PARKS & RECREATION DEPARTMENT  
Room 203, 151 West Mission  
San Jose, California 95110

Meets: Tuesdays, Thursdays, 1:30-2:30  
YMCA  
1717 The Alameda, San Jose, Calif.

Contact: Chuck Dougherty, 292-3141, ext. 661

Disability: Swimmers, mentally retarded, emotionally handicapped

Program: Swim program, recreational swim and organized activities, open to all ages.

Fee: None

SAN JOSE PARKS & RECREATION DEPARTMENT  
Room 203, 151 West Mission  
San Jose, California 95110

Meets: Fridays 2:30-4:30  
San Jose State Women's Pool, San Jose

Contact: Chuck Dougherty 292-3141, ext. 661

Disability: Mentally ill, retarded

Program: Swim program - recreational. Open to any board and care home resident.

Fee: None

DEAF PROGRAMS AND SERVICES

SANTA CLARA VALLEY ASSOCIATION FOR DEAF  
6390 Vegas Drive  
San Jose, California 266-0590

Contact: Mrs. JoEllen Dutcher 266-0590

Disability: Deaf, hard of hearing

CAPTION MOVIES FOR DEAF

A. DeAnza Elementary School

Meets: 3rd Saturday of each month, 7 p.m.  
to midnight, located at Lime and  
Ticonderoga Drives, Sunnyvale, Calif.

Contact: Robert Sortwell - 356-6994  
for schedule of movies planned  
to be shown.

B. Lockheed Caption Films

Meets: 1st Sat. of each month - 7:30 p.m.  
Lera Auditorium - Java and Mathilda  
Avenue - Lockheed Grounds, Sunnyvale  
Calif.

C. Mormon Church Movies

Meets: 2nd Sat. of each month, 7:00 p.m.  
White Road and Pratt, San Jose, Calif.

Contact: Mrs. Tove Maurer - 251-4142

SANTA CLARA VALLEY ASSOCIATION FOR DEAF (Continued)

D. Deaf Center  
39 E. San Antonio  
San Jose, California

Contact: Rev. Wall - 243-7000  
to get on mailing list

Caption films and pot lucks, etc.

CHURCHES with services for deaf and or recreational activities for deaf:

St. Christopher's Catholic Church  
Booksin and Curtner  
San Jose, California

Meets: 10:00 a.m.

St. Luke Lutheran Church  
1025 The Dalles  
Sunnyvale, California

Meets: services & recreation - 1st and  
3rd Sundays - 4:00 p.m.

Contact: Reverend M. Van Manen

Church of Christ of Campbell  
1075 Campbell Avenue  
Campbell, California

Morman Church  
White Road and Pratt  
San Jose, California

SPECIAL EVENTS

DATE:

April 29, 1972

Santa Clara County Special Olympics at San Jose City College, 2100 Moorpark Avenue, San Jose. An annual county-wide sports competition in track, field, and swimming events for mentally retarded persons, 8 years and older residing in Santa Clara County. Events include: 50 yd dash, 200 yd run, standing broad jump, high jump, softball throw, 440 yd relay, 25 yd swim, 50 yd swim. There are no fees. Training programs to start in January 1972. For information contact: Walt Blackledge 297-6336, Kreg Baker 328-0450, Jerry Brown 262-2100, ext. 2532 or 2533.

June 22-29, 1972

California State Special Olympics at San Jose City College, 2100 Moorpark Avenue, San Jose. This is the state-wide competition in track, field, and swimming events for mentally retarded persons winning in county or local meets. Contact Chuck Dougherty 292-3141, ext. 661 for additional information.

Spring 1972

Peninsula Flingers Bowling Tournament. This annual bowling tournament for mentally retarded persons is held each spring. The tournament is followed by lunch and awards. Ages range through adults. For additional information and registration forms, contact Mrs. Joyce Tarlen, 1883 Orange Grove, San Jose, California 377-5929 after 6:00 p.m.

MISCELLANEOUS

OVERFELT FRAGRANCE GARDEN

Overfelt Gardens  
McKee Road  
San Jose, California

Disability: Blind

More than 70 plants, chosen for their fragrance, texture, and other distinctive features, have been set out in a garden plot along guidance paths lined with rope looped between posts on which the plants names are in braille. The braille signs posted along the "touch and see trail" not only give common and scientific names of the plants, but indicate they are "left of the post" in the "foreground" or "waist high".

EVERGREEN TRAVEL SERVICE

Forest Park Center  
17171 Bothell Way, N.E.  
Seattle, Washington 98155

Disability: Physically handicapped (including blind)

Program: Specializes in tours all over the world for the handicapped

THE WHEELCHAIR TRAVELER

P. O. Box 169  
Woodland Hills, California 91364

Disability: Physically handicapped

Program: "The Wheelchair Traveler" - booklet - available thru above address has listings of hotels and motels that are better equipped to accommodate the handicapped person. Cost for booklet - \$3.00

PENINSULA SUICIDE PREVENTION, INC.

18 Second Avenue  
San Mateo, California

Contact: Mrs. Charlotte Ross - 344-2533 - or anyone on duty.

Program: Telephone manned 24 hours a day, 7 days per week. Calls are taken for any despondent person in distress.

SUICIDE AND CRISIS SERVICE (SACS)

Mental Health Bldg.  
645 S. Bascom Avenue  
San Jose, California

Emergency: 287-2424

Business Office: 297-1636, ext. 247

Program: Telephone manned 24 hours a day, 7 days per week. Calls are taken from any despondent person in distress.

AMERICAN FOUNDATION FOR THE BLIND

Mail Order Service  
15 W. 16th Street  
New York, New York

Catalog available upon request. Braille scrabble sets, playing cards, crossword puzzles, kitchen aids, musical aids, sewing aids, clocks, watches, etc. Most items modestly priced.

SWIM PROGRAMS

PALO ALTO SOCIETY FOR THE BLIND

190 California Avenue

Palo Alto, California 94306

Contact: Mrs. Eileen Hancock 327-8675

Disability: Blind and visually handicapped

Ages: all

Program: Program consists of Information and Referral Services relating to recorded books and magazines, brailled and large-type books; Summer Camps; (Camperships and transportation arranged for Enchanted Hills Camp). Office display of games, radios and other aids and appliances for the blind (available to order). Recreation programs: Tickets and transportation available for some special theatre events; crafts class for senior citizens 1st and 3rd Tuesday; Book Reviews, 2nd and 4th Tuesday conducted by Palo Alto Library Staff; Current Events Discussion Group, Thursdays at 3:00 p.m. (reading sessions of newspaper columns and editorials not available by radio). Summer Recreational Swim Program for visually handicapped children and adults.

Fee: none

Meets: Contact agencies for programs listed.

SUNNYVALE RECREATION DEPARTMENT

456 W. Olive Avenue

City Hall

Sunnyvale, California 94088

Contact: Ken Mitchell or Dorothy Devinney 739-0531 Ex. 241

Disability: All handicaps - Physical & mentally retarded

Ages: Children and adults

Program: Handicapped Swim Program - June 26, 1971 through August 1971.

Fee: nominal

Meets: Saturdays, 10:00 a.m. - 12:00 p.m.  
Sunnyvale Swim Center at  
Washington Park, Corner of  
Pastoria & Washington Aves.

SAN JOSE CITY COLLEGE

2100 Moorpark Avenue

San Jose, California 95114

Contact: Mr. Larry Arnerich 298-2181

Disability: All handicaps

Program: A summer recreation swim program open to all handicaps.

Meets: CONTACT COLLEGE FOR  
INFORMATION

C.A.R. SWIM CENTER

3864 Middlefield Road

Palo Alto, California 94303

Contact: 328-7050

Disability: All handicaps

Program: The indoor Swim Center is specifically designed for use by handicapped persons. Swim instruction combined with recreational swim provided on a one-to-one basis. Open to all handicaps living in the San Jose to Burlingame area.

Meets: Summer program to start  
June 21 - Contact Swim  
Center for information

See also Santa Clara Parks & Recreation Department for Summer Swim Programs for educationally handicapped. Ages 4 - 12.

CAMPS

HEMOPHILIA FOUNDATION OF NORTHERN CALIFORNIA

1815 Telegraph Avenue #215

Oakland, California 94612

Contact: Mrs. Margaret A. Joyce 444-4855

Disability: Hemophilia

Ages: 5 through teens

Program: Summer camp will be held middle of July in Santa Cruz for one week. Chapter hopes to again finance  $\frac{1}{2}$  of \$105 camperships to any member.

Fee: \$105.00

Camp: 1 week mid-July



DIABETIC YOUTH FOUNDATION  
1128 Irving Street  
San Francisco, California  
Contact: 731-5113  
Disability: Diabetes

Ages: 6 - 16 years.

Program: Residential camping at Bearskin Meadow located near Kings Canyon National Park.

Fee: \$70.00 - Fee is payable on a time plan

Appendix B - 13.  
Meets: Camp Dates  
July 4 - 17  
July 18 - 31  
August 1 - 14  
August 15 - 28

EASTER SEAL SOCIETY OF SANTA CLARA COUNTY  
2000 West Hedding

San Jose, California 95128

Contact: 243-7861

Disability: Physically handicapped and mentally retarded

Program: Summer resident camp located in Stevens Creek Park, Cupertino.

Meets: Contact agency for camp schedule and fees.

MC KINNON DAY CAMP

Contact: Chuck Dougherty 292-3141 Ex. 661 or 193

Disability: Mentally retarded

Meets: For four weeks, beginning  
August 2 - 27, Monday -  
Friday, 9:00 - 1:00 p.m.

Program: The Program is open to McKinnon School students only. The children will attend day camp and will participate in such activities as crafts, games, and physical activities.

DIABETES SOCIETY OF SANTA CLARA VALLEY

751 So. Bascom Avenue

San Jose, California 95128

Contact: Marjorie Kline 287-3785

Disability: Diabetes

Ages: 7 - 13 years

Program: Day Camp Program includes two overnight camp outs.

Fee: \$20.00 - Some camperships are available.

Meets: Day Camp - August 23 - 27.

For Blind Residential Camping see Palo Alto Society for Blind

#### MISCELLANEOUS

THE ASSISTANCE LEAGUE OF SANTA CLARA COUNTY

169 State Street

Los Altos, California

Contact: Mrs. Betty Griffin 967-1830

Disability: Blind

Ages: all

Program: "Daily living skills", e.g., sewing, cooking, ironing, mobility instruction, ideas taught to help the blind become self-helped in day to day tasks.

Fee: none

Meets: Saturday - 10:00 a.m. -  
2:30 p.m.  
Costume Bank, 169 State St.  
Los Altos, California

THE WHEELCHAIR TRAVELER

Ball Hill Road

Milford, New Hampshire 03055

The 1971 edition of "The Wheelchair Traveler" covering the U.S., Canada, Mexico and Puerto Rico is now available. The book lists hotels, motels, restaurants, and sightseeing attractions, equipped so handicapped travelers can use them comfortably. Price of book - \$3.00

PLEASE ATTACH TO DIRECTORY ON RECREATION SERVICES FOR THE HANDICAPPED IN SANTA CLARA COUNTY. (Furnished through the courtesy of Association on Recreation Services for the Handicapped in Santa Clara County, Inc.)

RKH/5/21/71

May 1971

SUPPLEMENT  
RECREATION PROGRAMS  
FOR THE HANDICAPPED  
IN SANTA CLARA COUNTY

ADULT

SAN JOSE PARKS &amp; RECREATION DEPARTMENT

Room 203, 151 West Mission

San Jose, California 95110

Contact: Chuck Dougherty 292-3141 Ex. 661Disability: Mentally illAges: AdultProgram: Physical Fitness, games, sports, active programs.Fee: noneMeets: Wednesdays, 12:30 - 2:30 p.m.

Grace Baptist Church

484 E. San Fernando

San Jose, California

PROGRESS HOMES ASSOCIATION

136 South 13th Street

San Jose, California

Contact: Mrs. Joan Anderson 243-2100Disability: Mentally illAges: AdultProgram: Coffee House - A social and recreational program for those who have had psychiatric problems.Fee: noneMeets: Tuesdays, 9:00 a.m. - 12:00 p.m.

Grace Baptist Church

484 E. San Fernando

San Jose, California

SAN JOSE PARKS &amp; RECREATION DEPARTMENT

Room 203, 151 West Mission

San Jose, California 95110

Contact: Chuck Dougherty 292-3141 Ex. 661Disability: Mentally retardedAges: AdultProgram: Varied recreational activities including crafts, games, songs, trips, physical fitness, sports, etc.Fee: noneMeets: Wednesdays, 3:00 - 4:30 p.m.

Grace Baptist Church

484 E. San Fernando

San Jose, California

CHILDREN

PALO ALTO RECREATION DEPARTMENT

3800 Middlefield Road

Palo Alto, California 94303

Contact: David Stegman 329-2488Disability: For children who have difficulty with gross motor and other physical skills.Ages: 5 through 12 yearsProgram: The goals are to give the children an opportunity to enjoy recreation activities, to increase their self-confidence in the play situation, and to work toward improvement of coordination and skill. Session I will concentrate on low organized games and activities that develop basic game skills such as ball handling and running. Session II will concentrate on more advanced games as softball, kick-ball, and football. Refinement of more complex skills will be emphasized.Fee: \$6.00, non-residents pay double fee.Meets: Session I - Mon. & Wed. 3:30 p.m.

Session II - Tues. &amp; Thurs.

3:30 p.m.

Wilbur Jr. High School Gym

480 East Meadow

Palo Alto, California 94303

CUPERTINO RECREATION DEPARTMENT

21121 Stevens Creek Blvd.

Cupertino, California

Contact: 253-2060Disability: Trainable mentally retardedAges: 6 through 14 yearsProgram: Program consists of varied recreation activities including rhythms, games, outings, crafts, sports, water play and story telling.Fee: noneMeets: Nan Allen School

June 28 - August 20

12:00 - 3:00 p.m.

**THE FOOTHILLS COUNCIL OF CAMPFIRE GIRLS**

900 North San Antonio Road  
Los Altos, California

Contact: Mrs. Healy 948-3822

Disability: All handicaps

Ages: 7 through 8 years - Blue Birds  
Grades 4 - 8 - Campfire Girls  
Grades 9 - 12 - Horizon Clubs

Program: Though the Council has no handicapped groups they will integrate the handicapped into existing programs whenever possible. Call Mrs. Healy for additional information.

**SANTA CLARA PARKS & RECREATION DEPARTMENT**

Meets: SEE BELOW

1500 Warburton

Santa Clara, California 95050

Contact: Ken Van Voorhis 244-1400 Ex. 267

Disability: Educationally handicapped - especially children with perceptual motor difficulties

Ages: 4 - 12 years

Programs: Summer Program:

A. Social and Physical Recreation Program designed for children with special needs: activities include movement exploration, creative dramatics, music, arts and crafts, physical activities and special events. This program will be conducted by the Parks and Recreation Department in a six-week session. Meets: Monday - Friday, June 21 - July 30. Ages 4 - 7 years old - 12:45 to 2:45 p.m. Ages 8 - 12 years old - 3:00 to 5:00 p.m. Location - Milikin School, 2720 Sonoma Place, Santa Clara. Fee: Resident - \$10.00, non-resident - \$15.00

B. Swim Program will be offered for the first time this summer by the Recreation & Parks Department in two (2) two-week sessions. The program is designed to introduce and increase the child's confidence and skills in the water. Meets: Monday - Friday, 10:30 - 11:30 a.m. 1st Session - June 21 - July 2, 2nd Session - July 12 - July 23. Location - International Swim Center, 2625 Patricia, Santa Clara. Fee: Resident - \$5.00, non-resident - \$7.50.

C. Fall and Spring Program: Ten-week program of movement exploration, creative dramatics, music, arts and crafts, physical activities and special events will be conducted by the Recreation and Park Department. Meets: October 6 - December 11, Wednesday and Thursday - 3:30 - 5:00 p.m. and Saturday 10:00 - 11:30 a.m. and 1:00 - 2:30 p.m. and 3:00 - 4:30 p.m. Fee: Resident - \$10.00, non-resident - \$15.00.

**CHILDREN AND ADULTS****SANTA CLARA COUNTY BLIND CENTER, INC.**

Meets: SEE BELOW

101 N. Bascom Avenue

San Jose, California 95128

Contact: Barbara Mandrique's 295-4016

Disability: Visually handicapped

Ages: Teens to 80's

Program: Program consists of:

Children's Hour - Library - Tuesday morning 9:30 - 11:30 a.m.  
Arts and crafts - Tuesday - 12:00 - 2:30 p.m.  
Pottery, Collage, etc. - Thursday (except 1st Thurs. of month) - 12:00 - 2:30 p.m.  
Second Wednesday of each month - Santa Clara County Club for Adult Blind, 8:00 - 10:00 p.m. - Transportation provided - Activities include dances, Bar-B-Q's, etc.  
Third Friday of each month - Sonoprinist's Bingo Game - 7:30 - 10:00 p.m.  
Fee: none (except 25¢ donation at Pottery Class)

Recreation for Handicapped - The Association on Recreation Services  
for the Handicapped of Santa Clara County, Inc., Constitution and  
Bylaws

Article I. The Name of This Corporation shall be the Association on Recreation Services for the Handicapped of Santa Clara County, Inc., a non-profit California corporation, hereafter referred to as the association.

Article II. Purpose and Aims

Section IA - Purposes

1. To foster recreational, cultural and leisure opportunities for individuals who are handicapped.
2. To provide an organizational framework wherein representatives of community agencies and groups as well as individuals may pursue efforts intended to achieve the aims as stated below.

Section IB - Aims

1. To promote and encourage the provision by public and private agencies of recreation services for handicapped.
2. To collect and disseminate information on recreation programs, facilities, services and opportunities for handicapped.
3. To provide consultative services on recreation for the handicapped.
4. To promote professional standards for leadership, programs, facilities and training in the provision of recreation services for handicapped.
5. To initiate, coordinate, and conduct county-wide recreation services and programs for handicapped in cooperation with public and private agencies and community groups.
6. To encourage inter-city and inter-agency cooperation within the county in the provision of recreation services, programs and facilities for handicapped.
7. To provide a forum for the expression of interests and needs of handicapped in recreation, cultural and leisure activities, particularly by handicapped individuals and groups representing the handicapped.
8. To facilitate research and demonstration of recreation programs and services for the handicapped.
9. To carry on other activities in furtherance of the purposes and aims of the association.

Bylaws of the Association

A. Functions:

1. The association shall publish annually, with seasonal supplements, a Directory of Recreation Programs for the Handicapped.
2. The association shall publish tri-annually, with periodic supplements, a Directory of Recreational, Leisure and Cultur-



- al Facilities Adapted For or Open to Handicapped.
3. The association shall accept responsibility for administering funds for special recreation programs for handicapped on behalf of community organizations and agencies.
  4. The association shall publish monthly the minutes of its monthly meeting with a supplement to be entitled Newnotes to carry announcements and items pertinent to the purpose and aims of the committee, in particular new recreation programs for handicapped.
  5. The association shall publish annually a registry of members.

#### Brief History of the Association

The Association on Recreational Services for the Handicapped of Santa Clara County was the outgrowth of the Regional Task Force for Recreation for the Handicapped funded through a state grant to the Recreation Center for the Handicapped in San Francisco. The task force was interested in the development of a master plan for recreational services for handicapped persons in the nine Bay Area counties. They encouraged each county to develop a structure through which appropriate recreation programs could be devised and implemented.

The Santa Clara County committee was set up, with its first meeting held on October 8, 1968. During its early months of operation Miss Rose Crimi of the San Jose Parks & Recreation Department served as unofficial chairman and guiding spirit. In March of 1969 Dr. John A. Nesbitt was elected president. Since its inception the Association has provided an organizational framework wherein representatives of community agencies and groups as well as individuals made personal efforts to foster recreational, social, leisure, and cultural activities for handicapped individuals.

One of the first priorities and projects was the development of a resources booklet to include recreational, social, leisure, and cultural programs for all handicapped individuals in Santa Clara County. The first publication of those programs and services was published in January 1970. In cooperation with public agencies and community groups the Association was instrumental in initiating the first Santa Clara County Special Olympics for the mentally retarded.

Current projects and concerns of the Association are a Handicapped Recreation Awards Program, architectural barriers in recreation facilities, and the committee is also concerned with transportation.

|                |                     |
|----------------|---------------------|
| President      | Dr. John A. Nesbitt |
| Vice President | Robert Peimark      |
| Treasurer      | Chuck Dougherty     |
| Secretary      | Pete Arballo        |

### Scouting Programs for the Handicapped

by Mr. William P. McCahill, Chairman, National Advisory Committee  
on Scouting for the Handicapped (NACOSH)

The National Advisory Committee on Scouting for the Handicapped (NACOSH) firmly believes in the old adage that three-fourths of Scouting is "outing" and that means camping, hiking, recreating in God's great out-of-doors and swimming and playing indoors in gyms and pools so as to make the most of whatever physical and mental abilities the individual Scouts possess or can be brought to use.

At the present time there are 55,000 handicapped involved in Scouting.

At the National Jamboree in 1977, the biggest event in the BSA program every few years, the Committee organized and ran as part of the Jamboree official program a Handicapped Awareness Trail (HAT). Part of the HAT was a basketball court out of doors where Scouts and their volunteer leaders were introduced to wheelchair basketball as part of a familiarization process. We hope to replicate this across the country in every council eventually and in hundreds of communities. In addition to the wheelchair basketball the HAT introduced boys and men to the braille alphabet, the deaf sign language, an obstacle course where participants were given crutches, blindfolds, arm and leg slings and asked to perform in spite of the "handicap". The emphasis was upon making do with what you have and never mind the consequences if you spill. You get up and go on, just as do the persons among us who are handicapped all the time, not just at a HAT.

In cooperation with the Disabled American Veterans, the Committee has petitioned the BSA to make all national camps more accessible to Scouts with limitations, to level areas where eating and toileting takes place, to provide safer entry to swimming areas, to provide for ramps into permanent structure and in a few tents where wheelchair youth could be accommodated.

In cooperation with the President's Committee on Employment of the Handicapped which is represented on the Committee (as is the DAV and many other national health and service organizations) the Committee is actively involved with the BSA engineering and camping experts to constatly improve and upgrade basic requirements for scout camps so that very soon accessability will be an absolute requirement before councils can obtain the coveted Par 100 "seal of approval" from BSA.

Some Merit Badge requirements have been modified at the suggestion of the Committee, particularly Hiking and Camping, so as not to be an automatic rejection for severely orthopedically handicapped Scouts. The interpreter Strip has been modified to include Signing for the Deaf and several pamphlets have been printed, written by the best available experts in the field of deafness, blindness, physical handicaps and mental retardation and widely circulated through the BSA.

Every effort has been made to maintain the full integrity of the Cub Scout, Boy Scout and Explorer requirements and programs so that when a handicapped youth achieves a badge or a recognition he can be sure he is just as good a Scout as another boy with a much higher IQ or a much better physical stature. Only where obvious modifications should be made in fairness and equity has the Committee moved.

The Committee is eager to share with parks and recreation personnel the rich wealth of Scout literature for all three age groups in addition to those special ones already mentioned that focus on persons with restrictions of mind or body. With even a little effort, a great many more handicapped young people could be made to feel welcome at parks and recreation areas throughout the country, at camps prior to the opening of the season or at the end of the season or during the season.

The Committee has quietly and without fuss or demonstrations integrated blind boys, retarded boys and orthopedically handicapped young people into the Philmont High Adventure Ranch at Cimarron, New Mexico with excellent results during the past five years. If these young people can cope with the rugged terrain at Philmont, with the burros, the packing and the trailing and hiking--all with their own trained and fully-competent leaders--then there is no limit to what a bit of imagination and liaison at parks and recreation areas across the land can mean in the lives of young handicapped people, whether Scouts or not. The Girl Scouts and Camp Fire Girls would willingly cooperate at the local level as would Boys and Girls Clubs of America and 4-H leaders in a national effort to conduct an outreach to those who possibly never have been considered but whose parents' tax money makes parks and recreation areas possible.

The Parent Teacher Organization and the religious bodies of our country sponsor most of the Boy Scout packs, troops and posts and are closely connected with community power structure. Their aid and assistance would willingly be offered if approaches were made to them to help those among their own membership who would find recreation an enriching experience. Based on the personal experience of members of the Committee, any efforts in this

direction by parks and recreation professionals over an above present programs could well be the most rewarding work they have ever done. Try it, you'll like it. We promise.



## Scouting Programs for the Handicapped

Scouting is for all boys. Charters are issued for Cub Scout packs, Scout troops, and Explorer units that provide a program for boys who have handicaps both within and outside of institutions.

Cooperation with the following national agencies provides avenues of service to boys and young men who seek to overcome obstacles on their road to adulthood:

American Foundation for the Blind  
Council for Exceptional Children  
Disabled American Veterans  
The Library of Congress, Division for the Blind and Physically Handicapped  
Muscular Dystrophy Association of America  
National Association of Training Schools and Juvenile Agencies  
National Easter Seal Society for Crippled Children and Adults  
The President's Committee on Employment of the Handicapped  
United Cerebral Palsy Association Incorporated  
For additional information and guidance, call or write your local council or Education Relationships Service, Boy Scouts of America, North Brunswick, N.J. 08902.

### For the Mentally Retarded

The National Association for Retarded Citizens firmly believes that Scouting is one of the major activities through which mentally handicapped youth can be helped to attain their optimum development. Participation in Scouting gives them a sense of personal worth and dignity. It offers these young people many excellent group experiences enabling them not only to develop sound character and good citizenship, but an opportunity to put these attributes into practice.

A manual for leaders, *Scouting for the Mentally Handicapped*, No. 3058, is available at your local council office or from the Supply Division, Boy Scouts of America, North Brunswick, N.J. 08902.

Scouting gives the handicapped boy a sense of belonging, of accomplishment, and an opportunity on many occasions to associate with normal boys.

The Boy Scouts of America has adapted its program to serve the mentally handicapped boy. It stands ready to assist in the organization of as many units as are needed.

For a number of years it has been a national policy to waive, in each of our three programs — Cub Scouting, Scouting, and Exploring—the upper age requirements for boys who are known to be mentally handicapped. Most schools and groups working with handicapped boys assign them by their mental age and use the program according to the needs and abilities of the boys involved.

### For the Visually Handicapped

A manual for leaders, *Scouting for the Visually Handicapped*, No. 3063, is available through your Scout office.

Braille, talking books, cassettes, and large print editions of Scouting literature provide guidance.

#### ON CASSETTE

*Scout Handbook*

Selected merit badge pamphlets

#### IN BRAILLE

Cub Scout books— Wolf, Bear, Webelos

*Scout Handbook* (4 volumes)

Merit badge pamphlets (all subjects)

*Boys' Life* magazine

*Exploring* magazine

#### ON RECORDS

Merit badge pamphlets (all subjects)

#### IN LARGE PRINT

*Scout Handbook* (2 volumes)

For Cub Scout books and the *Scout Handbook* in Braille (sale) write American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Ky. 40206.

For merit badge pamphlets on records (loan) write Recording for the Blind, Inc., 215 East 58th St., New York, N.Y. 10022.

*Boys' Life* magazine in Braille may be obtained from Clovernook Printing House for the Blind, 7000 Hamilton Ave., Cincinnati, Ohio 45231.

*Exploring* magazine in Braille may be obtained from Clovernook Printing House for the Blind, 7000 Hamilton Ave., Cincinnati, Ohio 45231.

## For the Deaf

Units for deaf boys are found in all areas of the Boy Scouts of America. Scouting appeals to these boys who find in the program a chance to develop worthwhile skills.

The Scout movement gives the deaf boy the inspiration he needs by establishing a natural, unstrained contact with normal boys. The feeling of inferiority, which is so prevalent among the physically handicapped, gives way to a new and glorious feeling of accomplishment.

Watch them run in a game of capture the flag or observe the speed with which knots are tied. Seemingly, they find their impairment no barrier to all forms of Scout activities. They enjoy the fun and adventure of the program.

Through Scouting, the deaf boy has the opportunity to learn that his keen powers of observation and his ability for complete concentration without distraction compensate in some instances for his deafness. Scouting breaks down the "can't do" attitude, and with each merit badge and advancement the deaf Scout realizes that he "can do."

Perhaps the greatest benefit to be derived from Scouting by the deaf is the opportunity afforded to impress the hearing public with the fact that many deaf people are capable of holding their own in all types of sports and that as adults they can take their place in industry, business, and the professions in almost every line, save where hearing is an absolute essential.

A manual for leaders, *Scouting for the Deaf*, No. 3060, is now available through Supply Division, Boy Scouts of America, North Brunswick, N.J. 08902.

## For the Physically Handicapped

Handicaps fail to dampen the enthusiasm of thousands of boys who are finding a sense of achievement in Scout units across the country. Many are members of packs, troops, or posts composed entirely of boys with some crippling defect, but thousands more belong to units made up of normal boys for the most part.

There are more than 660 units composed entirely of crippled boys. These are sponsored by partner organizations—service clubs, religious institutions, other service-minded organizations. Leaders are usually dedicated people who find a real reward in working with boys and young men who are taught to meet challenges head on and overcome difficulties.

Camping, hiking, swimming, and cooking are but a few of the skills crippled boys have acquired, many of them confined to wheelchairs. In some cases, camporees and competition with normal boys provide a chance to demonstrate ability; and many times they beat the socks off of them!

The boys in one unit decided to earn their own money. They entered the carwashing business. Scouts in wheelchairs became specialists at washing bumpers, grilles, and/or taillights. Boys on crutches washed the body. One Tenderfoot, his legs amputated, found that scrubbing wheels was just right for him. It was not idle boasting when one boy commented, "We wash cars better than anybody in the city."

A manual, *Scouting for the Physically Handicapped*, No. 3039, is available through Supply Division, Boy Scouts of America, North Brunswick, N.J. 08902.

## For the Socially Maladjusted

For many years Scout units have been a part of the program at the State Home for Boys, Jamesburg, N.J. Concerning Scouting, Supt. Charles W. Houston writes as follows:

"When we receive a boy there are many approaches, depending on the individual need. A good one is Scouting. Here we have an organized gang into which the boy can readily slide. There's a structure already available to him. A system of goals, awards, and incentives is established for him. Best of all, we have adult participation that is acceptable to the boy because he knows that his peers accept the organization.

"To encourage this group participation with socially acceptable controls, we make our Scout program at Jamesburg a manly one so that it will appeal to the boy who wants to show others what he can do. We emphasize, particularly, the physical fitness, the competitive routines, the arduous, nature-type schedule so readily at hand in Scouting.

"Although Scouting is only an additional program, hand in hand with individual therapy, good classification, group counseling, psychiatric care, social work, academic schooling, medical care, and many other facets of a going concern, it offers an inspiring structure, an aid to a decent community experience at the institution—one in which the moral thread is never wanting. It helps to make useful citizens."

Over 200 correctional institutions in all parts of the United States use Scouting. There is a growing interest in the program as it helps in the development of boys who have come under the jurisdiction of the courts. Scouting serves as a connection with the outside world to which they all must return.

THESE ITEMS SHOULD BE AVAILABLE THROUGH YOUR LOCAL COUNCIL OF THE BOY SCOUTS OF AMERICA.  
IF NOT, THIS FORM CAN BE MAILED DIRECTLY TO: NATIONAL SUPPLY SERVICE AT THE ADDRESS LISTED  
BELOW

BOY SCOUTS OF AMERICA - SUPPLY DIVISION

North Brunswick, NJ 08902

SHIP TO:

Name

Address

City

State

Zip Code

| NO.              | QUANTITY | DESCRIPTION                                                                                                                                                  | PRICE                                     | TOTAL |
|------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------|
| 3039             | _____    | <u>Scouting for the Physically Handicapped</u><br>(Manual for leaders working with the<br>Physically Handicapped.)                                           | \$1.50 ea.                                | _____ |
| 3051             | _____    | <u>My Scout Badge Record Book</u> (For use by<br>individual Scouts - Moderately Retarded)                                                                    | \$ .30 ea.                                | _____ |
| 3058             | _____    | <u>Scouting for the Mentally Retarded</u> (A manual<br>for leaders working with the mentally re-<br>tarded)                                                  | \$ .75 ea.                                | _____ |
| 3060             | _____    | <u>Scouting for the Deaf</u> (Manual for Leaders<br>working with the hard of hearing and deaf)                                                               | (Available after 6/1/78)<br>price pending | _____ |
| 3063             | _____    | <u>Scouting for the Visually Handicapped</u> (a<br>Manual for leaders working with the blind<br>and visually impaired.                                       | \$1.50 ea.                                | _____ |
| 3631             | _____    | <u>These Our Brothers</u> (A guide to Scouting<br>For the Handicapped-World Scout Bureau)                                                                    | \$ .35 ea.                                | _____ |
| 3839             | _____    | <u>Involving Handicapped Cub Scouts</u> - Cub<br>Scout Leader Development                                                                                    | \$ .75 ea.                                | _____ |
| AV462R<br>AV562F | _____    | <u>"On The Road To Light - Let None Be Left<br/>Behind."</u> (Filmstrip-color) with Sound<br>recording...Audio Visual Service.<br>(R-Record ... F-Filmstrip) | \$5.00 ea.                                | _____ |
| 6557             | _____    | <u>Involving Handicapped Scouts</u> - Unit of<br>Training.                                                                                                   | \$ .75 ea.                                | _____ |
| 6675             | _____    | <u>Exploring for the Handicapped</u> (Manual<br>for Young Adults with Handicaps)                                                                             | \$ .60 ea.                                | _____ |
| AV491C<br>AV591  | _____    | <u>Scouting Unlimited</u> (Slide and Cassette<br>for Mentally Retarded Scouting by N.A.R.C.                                                                  | \$9.80 ea.                                | _____ |

300

Signature

200

MATERIAL AVAILABLE FOR VISUALLY HANDICAPPED

| <u>Cub and Scout Books</u>                              | <u>Type</u>                 | <u>Cost</u> | <u>Supplier</u>                       |
|---------------------------------------------------------|-----------------------------|-------------|---------------------------------------|
| Wolf (65668)                                            | Braille                     | \$ 8.80     | American Printing House for the Blind |
| Wolf                                                    | Braille                     | Loan        | Regional Libraries                    |
| Wolf (4-2769)                                           | Large Print                 | \$17.30     | American Printing House for the Blind |
| Wolf                                                    | Tape                        | Loan        | Regional Libraries                    |
| Bear (5-1092)                                           | Braille                     | 8.80        | American Printing House for the Blind |
| Bear                                                    | Braille                     | Loan        | Regional Libraries                    |
| Bear (4-0224)                                           | Large Print                 | \$17.30     | American Printing House for the Blind |
| Webelos(6-5210)                                         | Braille                     | 15.90       | American Printing House for the Blind |
| Webelos                                                 | Braille                     | Loan        | Regional Libraries                    |
| Webelos (4-2730)                                        | Large Print                 | \$22.70     | American Printing House for the Blind |
| <u>Scout Books</u>                                      |                             |             |                                       |
| Scout Handbook<br>(Cat. No.C5055)                       | On Cassettes (6)            | \$11.70     | American Printing House for the Blind |
| Scout Handbook                                          | Braille (4) vol.            | 31.80       | American Printing House for the Blind |
| Scout Handbook(4-2295)                                  | Large Print (3) vol.        | 34.05       | American Printing House for the Blind |
| Merit Badge Pamphlets                                   | Braille, Tape and Cassettes | Loan        | Regional Libraries                    |
| Merit Badge Pamphlets                                   | Tapes                       | Loan        | Recording for the Blind, Inc.         |
| Scouting with Handicapped Boys                          | Tapes                       | Loan        | Regional Libraries                    |
| Scouting for the Visually Handicapped<br>(Cat. No.3063) | Standard Print              | 1.50        | Boy Scouts of America - Supply        |
| <u>BOYS' LIFE MAGAZINE</u>                              |                             |             |                                       |
| 1 year subscription<br>12 Issues                        | Braille                     |             | American Printing House for the Blind |
| Indefinite Period                                       | Braille                     | Loan        | Regional Libraries                    |

Listed Below are the names and addresses of the supplier of literature related to large print, Braille, tapes, cassettes:

AMERICAN PRINTING HOUSE FOR THE BLIND - 1839 Frankfort Avenue, Louisville, Ky. 40206  
Phone: 502 - 895-2405

RECORDING FOR THE BLIND, INC. 215 East 58th Street, New York, NY 10022  
Phone: 212-751-0860

REGIONAL LIBRARIES FOR THE BLIND (Check your local library for nearest address)

SUPPLY DIVISION, BOY SCOUTS OF AMERICA - North Brunswick, New Jersey 08902  
Phone: 201 249-6000



## Scouting for All

by Mr. Fred J. Krause\*

I would like to begin my remarks with an example of what scouting can do for the mentally retarded.

### The Story of Gary

Not too long ago Scouting Magazine published the story of Gary ...who wasn't an ordinary boy scout. He was different...not very different, but significantly. He had the same enthusiasm and love of the outdoors the other boys did, but unlike the others he was mentally retarded.

During most of his childhood, Gary had no close friends his own age, though he got along famously with younger boys and had the advantage of a close relationship with his father, who shared his love of fishing and camping. Gary became a scout at age 14, when a relative became a scout-master and the relative's son Mark, age 12, became a scout.

Gary was very shy, but Mark's presence at scout meetings bolstered Gary's confidence. The weekly meetings soon became Gary's constant topic of conversation. Every Monday he planned his whole day especially carefully so that he would be dressed and ready in time to leave for the scout meeting.

The day Gary got his uniform was a proud day indeed. He belonged. He was one of the gang.

It was difficult for him to earn merit badges, as he could read and write only a very little. Still, with his friend Mark, he attended troop meetings and courts of honor, sold Christmas cards and scout-o-rama tickets, and went on camping trips.

Several times he was asked by an understanding cub scout den mother to talk about scouting at a pack meeting. For Gary this was a major experience and a revelation. For once he was not the one standing by, not the one who had the fewest merit badges. He was looked up to by the younger boys, because he was what they wanted to be: a full-fledged scout.

\*Remarks by Fred J. Krause, Executive Director, President's Committee on Mental Retardation, Washington, D.C., 20201, given at the Boy Scout Breakfast, Convention of the National Association for Retarded Citizens, November 3, 1977, New Orleans, Louisiana.

Camping trips were as exciting for Gary as for any other boy. He learned to roll his sleeping bag properly and taught others to roll theirs. He had all the necessary equipment: dishes, cooking utensils, hatchet, flashlight, pack rack, and compass -- though for him the last item was only for show.

Gary associated with all the scouts in his troop, but he especially depended on Mark. In time Gary became an explorer and proudly donned a new green uniform. This advancement put him in an age group that did not include Mark, and for the first time he was on his own.

This is where a happy story begins to unravel. Gary couldn't fit into the explorer post. He avoided the trips, sporting events, and group activities and eventually stopped going to meetings. Meanwhile, Mark's family moved away.

So...After all...What was gained?

A lot.

Gary's Experience was not a defeat. In many ways it was a triumph. It was an experience of growth through self-knowledge. It was an experience of happiness that came to an end but never soured.

Gary was able to learn by doing. He earned money for this troop, taught younger boys, and learned to obey the scout law.

He is a man now, and he has a job. Scouting taught him to respect his abilities and showed him he could achieve. He still treasures the snapshots, insignia, and equipment that are his mementos of scouting. His happiness is obvious when he says, "I was a scout!"

#### Scouting for the Retarded

The statistical service of the Boy Scouts of America reports there are 2,255 scouting units for the mentally handicapped, with 31,492 youth members. Scouting for the mentally retarded began in the 1940's. In the 1960's a special manual was produced, and in 1974 a special program for moderately retarded boys was approved and activated across the country.

For those retarded scouts who choose to participate, there is simplified advancement based on 10 badges and 12 skill awards. In addition, any retarded scout who is able can follow the usual progression from tenderfoot to eagle scout. Not only are there

special scouting units for boys with handicaps, there are also provisions for flexibility in regular programs so that handicapped youngsters can be accommodated. Perhaps Gary would have enjoyed a special troop or a special program, but then again it may have been for him to seek his place among his non-handicapped peers.

Special and regular units of the Boy Scouts of America are serving more and more handicapped young people, not only the retarded but also the deaf, the blind, and the physically handicapped. Still, less than 10% of handicapped boys of scout age are scouts.

What keeps people away from scouting? Many retarded youngsters miss out on almost everything because their parents are over-protective. Scout leaders sometimes discourage the handicapped and those who work with them by making participation in scout programs difficult. Usually this is unintentional, but attitudinal barriers do remain, even today.

Since 1970 the Boy Scouts of America, thanks to a grant from the Disabled American Veterans, have employed a full-time national director of scouting for the handicapped. Nevertheless, it is not always easy to get information and assistance from local scout councils.

It is encouraging that councils now have "specials" on how to integrate the handicapped and explorers now have annual handicapped awareness nights. At the national level there are workshops and weekend courses on scouting for the handicapped, and ties have been established with agencies such as the National Association for Retarded Citizens, the President's Committee on Mental Retardation, The Council for Exceptional Children, and HEW's Bureau of Education for the Handicapped.

As I'm sure many of you know, some local chapters of NARC have appointed scout consultants to serve as liaison between the chapter and the local scout council. Also, NARC has developed "Scouting Unlimited", a slide/cassette presentation use to train adult scout leaders.

We are making progress. Nonetheless, we should recognize that scouting is based on a very conservative ideology. Scouting affirms the value of tradition...and I am glad of that...but, it is not traditional in this country to make room for disabled citizens in the social mainstream... and I am not glad of that. Scouting for the retarded and other handicapped persons of needs is based on nontraditional liberal values and willingness to adapt standards and programs. It is not necessary to water down the intensity or the challenge of the scouting experience, but it is necessary to

emphasize the abilities of exceptional scouts and make allowance for their handicaps.

In order to keep group spirit from becoming cliquishness, scouting must develop an open admissions policy that is genuine and wholehearted. The disabilities of handicapped scouts add new dimensions to group experience. Exceptional scouts are valuable group resources and should be appreciated as such.

#### Scouting for Everyone

I have been a scout leader, and there are many things I would like to say about scouting and what it can do for retarded people. The printed program says this is a Boy Scout Breakfast, but I would like to suggest that scouting is for people of all ages regardless of sex. As I talk about boy scouts, please keep in mind the many ways that scouting can serve girls as well as boys, adults as well as children and youth, exceptional as well as ordinary human beings.

The Girl Scouts and Campfire Girls have programs for handicapped youngsters, and explorer packs and posts accept young women as well as young men. Also, in institutions for the handicapped there are a good many scout programs that accept people over 21, on the theory that mental age rather than chronological age should be the determining factor.

This is well and good, but I am advocating flexibility and outreach above and beyond this. There are many ways scouting can serve and be served by retarded people young and old, male and female. For leadership in this area, scouters should look to schools and organizations that have developed innovative ways of making scouting and similar activities accessible to the handicapped.

#### Scouting as High Adventure

I would like to see more emphasis of scouting as high adventure. Amazing things can be done if parents will permit reasonable risks and program planners believe in the potential abilities of retarded children and adults. There can be opportunities not only for the mildly and moderately retarded but also for the profoundly and severely retarded who are physically able.

I once had an opportunity to observe an adult recreation program in which retarded men and women were taught to crawl through tunnels, climb cliffs, and walk rope ladders across ravines filled with water. Early in the day it was obvious that many of the participants had fears and apprehensions. But they mastered their misgivings.



The risks were minimal, as safety precautions had been taken. There were rope guards and people standing by to catch anyone who fell. At worst, someone might have gotten scratched or muddy.

At the end of the day, the participant's expressions of confidence were very revealing. One person said, "Now I think I can do anything. I've done this, so I guess I can find a job." Another said, "I think I can go down in that dark basement now and find out why the lights go out..." Others asserted that they would no longer be afraid to come home after dark or go out when the weather was bad.

Surely this type of adventure and this type of skill-building is preferable to a program that consists of cutting and pasting paper, having punch and cookies, and getting home by four o'clock in the afternoon. Retarded people no less than others need to get out into the elements and extend themselves to their limits. Perhaps more than others they need opportunities to use their large muscles and develop strength and coordination. Habitual inactivity contributes to the weakness and clumsiness that is all too typical of retarded people. It has been pointed out that good performance in motor activities contributes to poise and self-confidence and may even be the key to social acceptance by peers, in youth and throughout life. (CEC Recreation Book)

"Man has been described as a 'skill-hungry animal.' All human beings crave skill, excellence, and personal adequacy. High adventure scout programs can raise the level of skill of all participants. (CEC Recreation Book).

#### Scout Camps

Many young people attend scout camps for fairly extended periods of time. They leave home and rough it in an outdoor setting. They abide by camp rules and have limited contact with their families. Camp is an option for retarded youngsters as well as for others, and it can be an excellent way of encouraging independence and self-acceptance.

Of course, some simply would not be able to cope with such an experience, but it is important not to overestimate the extent to which mental disability handicaps a specific person. Gary, who was unable to fend for himself in an explorer pack, probably would have been overwhelmed at camp. Then again, if his friend Mark had been with him, he might have fared very well. He could have started in a day program, proceeded to a weekend program, then attempted a more extended camping experience.

Several years ago "talking sticks," the unofficial newsletter of the National Advisory Committee on Scouting for the Handicapped, published guidelines for evaluating the readiness of handicapped youngsters to attend summer camp. Several of the recommended evaluation factors underscore the importance of parental attitudes. How protective or overprotective are the parents? Do they accept their child's handicap and discuss it openly in the child's presence? Are the parents' expectations realistic? Are they prepared to accept the camp's rules about phone calls and visits? In other words, are they willing to let go?

Anyone who is responsible in any way for a retarded young person should "let go" as much as possible whenever possible. Too many of us talk about developmental models but behave as though protective custody were our primary concern. We say we believe that retarded people can learn, grow, and gain competence in many ways. Scouting provides unparalleled opportunities and follow through by signing permission slips and actively encouraging participation.

In the words of a much-decorated scoutmaster who is an area chairman in charge of handicapped scouting: "My greatest award has been the sight of young men being able to accomplish something they thought impossible...and the admission of their parents that their son's attitude toward them and their associates has made a decided change...that they are easier to work with...This is what our scouting program should accomplish."

#### The Ordinary Need the Handicapped

Aside from that, ordinary youngsters need handicapped youngsters. Every parent knows that no child is born with the qualities we expect in a good citizen. Children must learn to respect differences in people, to recognize the inherent worth of each individual, and to affirm the dignity of human life. By making a place for everyone, regardless of disability or any other distinguishing characteristic, scouting can teach democratic human relations.

As is stated in an official scout publication: "Scouting is for all boys. Scouting is also for each boy, and each boy is different." About the mentally retarded, this pamphlet says: "Scouting welcomes these boys. It takes pride in serving all boys. It's the scouting way."

Needless to say, adults who wish to foster these attitudes in young people first must adopt these attitudes themselves. There are leader training materials outlining group experiences that can develop better understanding of handicapped scouts, including the moderately, severely, and profoundly retarded. The stated goal is to "develop an understanding that, in reality, any differences

between handicapped boys and all boys are not great." For example, all boys...and for that matter, all girls...like fun, want recognition, like competition, want friends, like adventure, want to achieve, are rebellious against authority, have short attention spans, practice hero worship, are uncoordinated, want responsibility, dislike being made fun of, and can become proficient in skills.

The cub scout motto is "do your best." Dedication to this goal also pervades more advanced scouting programs. Under this banner it is easy to imagine how retarded scouts can be mainstreamed. As a rule, the moderately retarded can be in regular units if boys and leaders understand their responsibility to be friendly, kind, and helpful -- not overprotective. However, experts say that if there are three or more retarded boys in a unit, usually there must be additional adult leadership so that there will be time for special needs.

For the severely and profoundly retarded, a special unit usually is best so that activities can be slowed and simplified. But there should still be contact with ordinary peers. Part of the scout law is that "a scout is a friend to all. He is a brother to other scouts. He seeks to understand others..." Summer camps district and council activities, and visits of one unit to another provide opportunities for interaction.

#### Scouting in School

Scouting can be a part of formal education. An increasing number of scout troops are affiliated with schools and meet during school hours. Scouting has become an accepted part of special education in many localities. In some states there are annual special education camporees for scouts.

A new twist is that boy scout skill books and the wolf cub scout book are now being used as tests in some special education classrooms.

These materials are written at about the third-grade level, but the illustrations show children 10 to 14 years old. This means that retarded youngsters relate to the pictures easily. The publications are multi-ethnic and were created for scout use in urban and rural low income areas, where many boys are poor readers. Recently, teachers have discovered that the books are ideal for remedial reading programs and special education classes. Girls seem to like them as well as boys do.

In several Alabama counties local jaycees bought the books and materials, so the special education scouting program costs the school districts nothing. Anyhow, the cost is very low. It has been pointed out that a typical Alabama mental health association

needs \$2,500 per person per year to teach coping skills to individuals 16 to 30 years old. The scouting program does the same thing for \$10 a year per child.

A teacher involved in the Alabama program says scouting gives her student "...their first opportunity to be well-rounded boys. They have been treated like babies, doing all these silly daisy chain things...Now they have a chance to live and to earn some patches while they are doing it, just like other boys do." The girls in the school have joined in the skill book classroom projects but do not attend scout meetings with the boys.

At some schools there are girl scout and brownie troops as well as boy scout programs. I would suggest that unisex scouting is much more feasible than many people think and that the classroom setting is ideal for experimentation in this regard. Everyone benefits.

The scoutmaster at a school for special education in New York that has a full range of scouting programs says: "Outdoor skills, social values, and a sense of pride in accomplishment have combined to produce a spirit which is vital in the lives of growing young people."

A boy from a troop at that school saved a life by applying what he had learned in a scout first aid class. He was coming home from the beach on day when he found a girl in convulsions. By giving her mouth-to mouth resuscitation, he kept her alive until help came.

Not all retarded scouts can be heros...or heroines. But, like Gary each can participate at his or her own level. Each can be successful as a scout and can contribute to the success of other scouts.



## Thumbnail Sketch - Preliminary Responses of National Survey

by Mr. Randy Vessell, M.A.

### • Preliminary Sketch:

The following brief descriptions are the result of a visual once-over of the survey responses available to date (five (5) days prior to Institute). Over three hundred and fifty (350) surveys were disseminated across the nation to communities with varying city populations. Each of the fifty (50) states is represented in rough national population ratios - the percent of state population in relation to the total U.S. population.

The instrument contains eight (8) basic sections to which information is sought from the community recreation agency. These sections are: 1) Demographic data; 2) Number of handicapped served; 3) Personnel providing services; 4) Program funding; 5) Program activities; 6) Interagency coordination; 7) Consumerism; and, 8) Special Program deterrents.

Following the Institute, the follow-up activity will begin to elicit reply from those communities who have failed to reply initially. As of this sketch forty-seven (47) responses have been received. The comments which follow are broken down by instrument section and by population size where applicable. Hopefully, this will provide an update to project staff and Institute participants.

### Section I - Demographic Data

Population Bracket: Combined Total  
Number of Responses: 47

- Responses have returned from each of the nine (9) population brackets utilized except the "Under 3,000" category.
- Responses are running perhaps sixty to eighty percent community agencies (i.e. city dept.'s of P & R); a number of cooperative and combined boudary delivery systems appear (i.e. county and combined city efforts toward provision of recreation services to the handicapped.)

Section II - Number of Handicapped Served

Population Bracket: 1 million plus  
Number of Responses: 3

- Mental Retardation by far the most reported group served.
- Infant, pre-school and elementary age groups seldom reported; tends toward adolescent and older.
- Highest reported total number of handicapped served: 2,512.

Population Bracket: 500,000-999,999  
Number of Responses: 2\* (both county wide P&R efforts)

- One county reports large number of physically handicapped elementary age served: 240

Population Bracket: 250,000-499,999  
Number of Responses: 6

- Mental Retardation by far the most often reported group served.
- Infant and pre-school age seldom reported.
- Services reported tend to broadly span the disability groups listed.
- Four of the six responses each nearing a reported total of 1,000 served.

Population Bracket: 100,000-249,999  
Number of Responses: 7

- Mental Retardation is most often reported group served.
- Large range of total number served: 25 to 3,700.
- Infant, pre-school and elementary age groups seldom reported.

Population Bracket: 50,000-99,999  
Number of Responses: 8

- Mental Retardation is most often reported groups served.
- Range of total number served: 20 to 650.
- Seasonal services (summer only) was reported in two instances.

Population Bracket: 25,000-49,999  
Number of Responses: 15

- Mental Retardation and Physically Handicapped the most often reported groups served.
- Infant and pre-school age seldom reported.
- Increased balance in age of clients in disability groups served.
- Range of total number served: 8 to 240.

Population Bracket: 10,000-24,999  
Number of Responses: 4

- Mental Retardation by far the most reported group served.
- Range of total number served: 37-275.
- Other than MR and Aged, other disability groups seldom mentioned.

Population Bracket: 3,000-9,999  
Number of Responses: 2

- Mental Retardation the most often reported group served.

### Section III - Personnel

Population Bracket: 1 million plus  
Number of Responses: 3

- Range of FTE personnel 17.5 - 24.0
- Largest number of title are Leader (Instructor) areas.

Population Bracket: 500,000-999,999  
Number of Responses: 2\*

- No full-time personnel reported.

Population Bracket: 250,000-499,999  
Number of Responses: 6

- Range of FTE personnel 4.5 to 33.0
- Most full-time personnel are at Supervisor-Leader level.

Population Bracket: 100,000-249,999  
Number of Responses: 7

- Most full-time personnel are at supervisor-leader level
- Range of FTE: 2.5 - 24.5

Population Bracket: 50,000-99,999  
Number of Responses: 8

- Range of FTE: 2.5 - 45.5
- Most full-time personnel are at leader level.

Population Bracket: 25,000-49,999  
Number of Responses: 15

- Highest FTE reported: 22.5
- Several responses indicating no full-time personnel.

Population Bracket: 10,000-24,999  
Number of Responses: 4

- No full-time personnel reported other than Volunteers.
- Occassionally reported part-time personnel at the leader level.
- Most often reported volunteer workers.

Population Bracket: 3,000-9,999  
Number of Responses: 2

- No full-time personnel reported.
- Most reported title: Volunteer



#### Section IV - Funding

Population Bracket: 1 million plus  
Number of Responses: 3

- Federal Funding reported: Source CETA funds.
- Largest Budget for Handicapped reported: 100,940.

Population Bracket: 500,000-999,999  
Number of Responses: 2\*

- No Funding reported

Population Bracket: 250,000-499,999  
Number of Responses: 6

- Federal Funding reported: \$30,000-removal of architectural barriers; Federal Revenue sharing.
- State Funding reported: Title XX.
- Local Funding reported: Learning Disabled and Drug Problem.
- Range in Budgets: 7,000 to 300,000.

Population Bracket: 100,000-249,999  
Number of Responses: 7

- State Funding reported: Title XX.
- Federal Funding reported: Community Development Fund.
- Range of Budget Amounts: \$200.00 to \$31,000.

Population Bracket: 50,000-99,999  
Number of Responses: 8

- State Funding reported: Developmental Disabilities
- Federal Funding reported: Comprehensive Education Training Program
- Range of Budget Amounts: \$11,500 - \$50,000.

Population Bracket: 25,000-49,999  
Number of Responses: 15

- School District Fund reported.
- State Funding reported: Title XX.
- Federal Funding: CETA
- Range of Budget Amounts: \$600.00 - \$32,000.00

Population Bracket: 10,000-24,999  
Number of Responses: 4

- Federal Revenue Sharing Reported
- Range of Budget Amounts: \$500 to \$5500.

Population Bracket: 3,000-9,999  
Number of Responses: 2

- Range of Budgets: \$250-\$500.

#### Section V - Program Activities

Population Bracket: Combined Total  
Number of Responses: 47

- Broad range of listed activities reported overall.
- Variety and span of activities differ widely by response

#### Section VI - Interagency Coordination

Population Bracket: Combined Total  
Number of Responses: 47

- Large number of responses reported no interagency coordination.
- Of those reporting coordination the most often reported type is "informal agreement," infrequent coordination.
- Occasionally, individual responses reported "formal written agreement" coordination with several groups.

Section VII - Consumerism

Population Bracket: 1 million plus  
Number of Responses: 3

- Participation of "parents/guardians of handicapped" and "professional rehabilitation personnel" reported often in both "general" recreation boards and "special" advisory committees.
- All responses indicated existence of advisory type boards, either "general" or "special."

Population Bracket: 500,000-999,999  
Number of Responses: 2\*

- No reported participation.

Population Bracket: 250,000-499,999  
Number of Responses: 6

- Most often reported "special" board on committee with span of participation.
- Two responses of no such participation.

Population Bracket: 100,000-249,999  
Number of Responses: 7

- Two responses indicated no consumer participation.
- Most often reported indication is "special" type committee representation.
- Parents and Guardian involvement reported most often.

Population Bracket: 50,000-49,999  
Number of Responses: 8

- Three responses indication no reported participation.
- "Special" committee/board type representation reported more than representation on "general" P&R board/committee.
- Large span of individual types involved in representation.

Population Bracket: 25,00-49,999  
Number of Responses: 15

- Eight responses indicated no such participation.
- Representation reported in both "general" and "special" board/committee types.
- Large span of individual types involved in representation.

Population Bracket: 10,000-24,999  
Number of Responses: 4

- Two responses indicate no such participation.
- Representation reported on "general" P&R board/committee.
- No "special" type board/committee reported.

Population Bracket: 3,000-9,999  
Number of Responses: 2

- No such participation reported.

#### Section VIII - Special Deterrents

Population Bracket: Combined Total  
Number of Responses: 47

- No deterrent category was noticeably absent in being reported as a problem
- "Inadequate Funding" leads in frequency followed by architectural barriers and transportation.
- Many responses indicated dissatisfaction with present solutions being utilized. (seemingly stop-gap measures in many instances)



Overall Preliminary Observations -

- Of agencies with limited span of disability groups served the MR group is usually the group served most; with broader span is growth of aged, physically handicapped and learning disabilities.
- Tremendous range in sophistication of programs which seemingly does not necessarily follow population size.
- Of full-time personnel providing services, seemingly large amount spend "part-time" effort toward recreation services for handicapped component.
- Based span of deterrent factors reported and recognized.

A Model State Committee on Recreation and Leisure Opportunity  
and Employment for Handicapped

by Mr. Gary Robb

Last year the National Therapeutic Recreation Society and the Massachusetts Governor's Commission on Employment of the Handicapped cooperated in the formation of a model state committee on recreation and leisure for the handicapped. The purpose of this effort was not only to test the feasibility of a committee on recreation under the auspices of a state Governor's Committee but also to provide this state's hire-the-handicapped campaign with an added dimension. After one year of operation the Chairman of the Massachusetts Committee on Recreation and Leisure prepared a report on the Committee's experiences and activities. Highlights of that document follow with the hope that the reader will review them and determine this effort's potential for use in your state.

Participants: The National Therapeutic Recreation Society, NTRS, is a branch member of the National Recreation and Park Association, NRPA. Its membership numbers approximately 1200 professionals with organized state sections in each of the 50 states. The umbrella organization, NRPA, has a total membership of more than 15,000 professionals, with similar umbrella state recreation and park societies in each state. The purpose of the organization is to improve park and recreation leadership, programs and facilities throughout the United States. The National Therapeutic Recreation Society applies these basic objectives directly to the mentally and the physically handicapped population whom they serve.

Governors' Committees on Employment of the Handicapped presently operate independently in 44 states, the District of Columbia, Puerto Rico and the Virgin Islands. Members of the committee are volunteers and serve without remuneration. Approximately 17 state committees do, however, have a full time staff person with the remaining 30 working on a part time basis. The purpose of the Governors' Committees is to create a climate of opinion in their state or region favoring equal employment opportunities for the handicapped.

Background: Two years ago, the National Recreation and Park Association conducted a series of seven regional workshops for the purpose of establishing guidelines for the development of new career and participation opportunities for the handicapped in the recreation professions. NRPA and its branch NTRS undertook this Department of Health, Education and Welfare sponsored project as a result of its professional awareness of and concern for the problems facing the handicapped in recreation. Members of selected Governors' Committees, rehabilitation personnel, educators, as well as recreation and park practitioners were all involved in the workshop's deliberations. The collective findings of the seven meetings were outlined and published in an NRPA report entitled, "Guidelines for Action."

Reprinted by permission of the Committee on Recreation and Leisure  
of the U.S. President's Committee on Employment of the Handicapped

Among this report's many recommendations was a petition to the President's Committee to recognize the need that exists in the recreation and park fields for a specialized promotional and educational effort on behalf of handicapped people. "Possibly," the report conjectured, "a special effort by the President's Committee might take the form of a new standing committee." In addition, the report hoped the Governors' Committees on Employment of the Handicapped would likewise be encouraged to mount similar promotional efforts at the state level.

The workshop participants included these overtures in their report in recognition of the expertise of the committees on employment of the handicapped in carrying out nationwide and statewide informational campaigns to win acceptance of and increase opportunities for handicapped persons. Now, they anticipated, this network of volunteers could apply its resources and techniques to a campaign specifically designed to improve employment and participation opportunities for the disabled in the recreation, park, leisure and cultural services.

These fields were considered significant enough to warrant this type of attention because of their immense economic and social value to all individuals--especially handicapped ones. Presently, these services represent an annual economic value of 83 billion dollars. They constitute a large portion of the number two hiring professions in the Nation and some prognosticators anticipate they will grow by as much as 250% in the next twenty years!

In addition, participation in recreational activities has long been recognized for the contributions it makes to the social, intellectual, emotional and physical development of the individual. Conversely, it is believed that to be denied equal access to these life enhancing experiences can reduce the individual's chances for a full and normal development and, thus, have a direct effect on the employability of the individual.

But, in spite of recreation's economic and social value to the handicapped, individual opportunities for them are far below reasonable expectations. For example, a recent Department of Labor study revealed that approximately 1% of the municipal recreation and park work force was made up of handicapped employees. Knowing that nearly 10% of our population is disabled, we can easily see the serious imbalance that exists in this area.

Participation opportunities for the handicapped in recreation fare no better. Here too, studies have demonstrated the existence of a serious lack of leisure activities for this segment of the population. One such study conducted in the state of California revealed that 97 out of every 100 handicapped children were not receiving any kind of organized recreational experience.

Aware of these facts and the deprivation they symbolize, the Executive Committee of the President's Committee concurred with the NRPA report's conclusion that a promotional and educational effort on behalf of the handicapped was needed to improve the situation. To this end it established its Committee on Recreation and Leisure.

During this same period, interest in promoting employment and participation opportunities for the handicapped in recreation was burgeoning among the leadership of the National Therapeutic Recreation Society. Shortly after the President's Committee's action, NTRS established its own organizational Committee on Employment of the Handicapped. The Chairman of this Committee, Gary Robb of Massachusetts, proposed as the Committee's major effort a co-operative venture between NRPA-NTRS professionals and state Governors' Committees on Employment of the Handicapped in the formation of state Committees on Recreation and Leisure.

The NTRS Committee hoped that state therapeutic recreation sections and their umbrella recreation and park societies could be encouraged to assist the Governors' Committees in the formation and operation of state Committees on Recreation. From the onset recognition was given to the already overtaxed and limited resources available to the majority of Governors' Committees. It was understood that before successful statewide efforts in recreation for the handicapped were feasible, it would first be necessary to assist the Committees with as much organized cooperation as possible. Thus, state TR sections with their state and local contacts in the field of recreation seemed to be the nucleus of expertise necessary to insure this effort's success.

And, in this spirit, Gary Robb, the Chairman of the NTRS Committee on Employment of the Handicapped, approached the Executive Secretary of the Massachusetts Governor's Commission on Employment of the Handicapped with the idea of cooperating with them in the establishment of a State Committee on Recreation under the auspices of the Governor's Commission. He proposed this effort as a model effort and pledged the support of the NTRS Committee and state therapeutic recreation professionals.

The Governor's Commission was delighted with his proposal and offer to assist. The Commission had long recognized the importance that recreation holds for the handicapped and had hoped to be able to work specifically in this area, but, an already overburdened program had prevented any special effort in recreation from developing. Now, with the support of recreation professionals such an effort was seen as possible.

Membership: The first item to be resolved once the decision was made to establish this first State Committee on Recreation was which organizations, agencies and individuals should be invited to accept membership on the Committee.

In view of the Committee's overall goal of striving to encourage employment and participation opportunities for the handicapped in the recreation, park, leisure and cultural services it was considered critical to begin by involving recreation and park employers and practitioners. And so initial membership was extended to park and recreation professionals including members representing municipal, private, educational and organizational recreation and park interests.

Also, state agencies were asked to participate in view of their impact and activity in these fields. Representatives were invited from vocational rehabilitation, employment securities, natural resources, environmental affairs, united community services and voluntary health agencies.



In addition, the Committee made a special effort to attract and involve an adequate representation of handicapped persons. This was done in order to insure the handicapped individual's point of view would always be present. Historically, involvement of the handicapped as consumers of services on committees or organizations designed to serve handicapped people has repeatedly proven invaluable as a means of providing professionals with insight and input that is not otherwise available.

Finally, selected individual members were invited to join the Committee. This was done in order to involve key persons from a variety of fields who could be of great value to the Committee in its work. Of course, this, as well as all membership considerations were tempered with the need to have a Committee of a manageable size.

Objectives: The new Committee's initial deliberations were devoted to an exploration and delineation of the problems that were responsible for the handicapped person's exclusion from recreation and park opportunities in their state. This search was conducted so that the Committee's objectives and projects would be certain to focus in on the alleviation of these causative factors.

The group concluded that while all the problem areas owed their genesis to a general lack of awareness, they fell into several categories. These categories were identified as:

- a. the lack of understanding among the recreation professional, the handicapped and the general public as to the potential that recreation holds for the handicapped in both employment and participation;
- b. the scarcity of information on how to plan for the needs of the handicapped;
- c. the limited availability of training and education opportunities for recreation and parks careers for the handicapped;
- d. the restrictiveness of existing employment policies and practices in these fields.

In response to those problems the Committee developed its objectives as follows:

1. Develop and disseminate information on available employment and participation opportunities to all concerned.
2. Counsel and educate employers and personnel officers in the leisure professions on the employment of the handicapped, architectural barriers, selective placement principles, job description modification and insurance realities.
3. Seek to increase training and education opportunities for the handicapped in these fields. This is preparation for employment.
4. Investigate and influence employment recruitment procurement and training for the handicapped in recreation.

5. Advocate for increased employment and participation opportunities for the handicapped at state recreation and park conferences, workshops, and seminars.
6. Monitor legislation as it affects the handicapped in recreation and encourage full implementation of existing laws and programs (i.e., architectural barriers laws, discrimination laws, program service laws ).

Projects: Next, the Committee developed projects that were designed to serve the basic needs and objectives. Members felt that by outlining well defined projects in each of the objective areas progress would be more likely. As a result the Committee's next several meetings were dedicated to the development of these projects. The assistance and advice of the Committee on Recreation and Leisure of the President's Committee was sought in this endeavor since they had just recently taken these formative steps.

The following is a listing of the projects that they developed:

I. Policy Statement

Purpose:

- A. To develop a statement of policy regarding equal opportunity employment of the handicapped in parks and recreation. This statement to be submitted to park and recreation professionals in the Commonwealth of Massachusetts for their consideration, debate, and affirmative action.
- B. To develop an accompanying statement relating to the provisions of leisure services for the handicapped.

II. Influence Statewide Outdoor Recreation Planning

Purpose:

- A. Make contact and become active in obtaining information, monitoring, and providing input to the development of state outdoor recreation areas and facilities, with the intent of making areas and facilities accessible to and useable by the handicapped. This would include developing a relationship with DNR, Department of Environmental Affairs, Department of Highways, Department of the Interior, National and State Park Services among others.

III. Development of Information Systems and Resources

Purpose:

- A. Develop comprehensive program of public dissemination of information regarding the provision of services and employment opportunities within the Commonwealth for the handicapped. This will include the following:
  1. Development of a permanent exhibit for display at conferences, seminars, and public information meetings, i.e., slides, photographs, success stories, film strips, etc.

2. Publish bi-monthly newsletter for dissemination to park and recreation professionals, consumer groups, schools, and agencies affiliated with provision of services for the handicapped.
3. Develop news release for radio, TV, newspapers and other media.

IV. Educational and In-Service Training Opportunities

Purpose:

- A. To assist in the development of preparation programs for the following:
  1. Academic programs in colleges and universities in preparing the handicapped for professional functioning in the park, recreation and leisure field.
  2. In-service or Pre-service training programs for those who are to be imminently employed in para-professional and/or semi-skilled positions.
  3. Advisement to vocational rehabilitation, employment security, high school guidance counselors, etc. of the area as a potential employment resource.
  4. Coordinate the identification of handicapped individuals seeking employment in this field, colleges, universities and other programs offering training opportunities, and recreation, park and leisure service agencies that have indicated an interest in employment of the handicapped and/or training individuals to provide services for the handicapped.

V. Legislative Efforts

Purpose:

- A. To promote, initiate, monitor and mobilize efforts in the state legislature for favorable legislation regarding the handicapped. Specific efforts will include:
  1. Determine status of current bills before the legislature, e.g., architectural barrier enforcement.
  2. Push for affirmative action statement in equal opportunity employment to include the handicapped.
  3. In cooperation and coordination with other advisory groups, stimulate legislative efforts on behalf of the handicapped.
  4. As a result of these activities, coordinate a public information campaign on passage of such measures, e.g., thru usage of Newsletter, brochure, publications, etc. gain support from community groups and individuals for the various legislative measures. This statewide campaign should include concise information of status of bills, appropriate senators and representatives of contact, e.g., districts, legislative committee chairmen, etc.

Conclusion: After one year of operation the importance of the Massachusetts Committee on Recreation and Leisure has become apparent. Before its existence, this state had no other group advocating at such a high level of administration for the recreational needs of the handicapped. While many other organizations and individuals were interested in this problem they didn't have the vehicle or forum necessary to effect widespread change. This is certainly not to say the Committee's goal could not have been achieved by others; but, rather it is to say the goal is now being accomplished more easily and systematically with the unique leverage that only a Governor's Committee can provide.

What is being accomplished in Massachusetts has implications for other states. For the recreation and park professionals concerned with the low level of participation that the handicapped are expressing in their profession it provides them with an opportunity to correct an inequity. For the state Governors' Committees, the organizational strength that the recreation profession can provide them enables their program to offer a new dimension, thereby, more completely assisting the handicapped in their search for a normal and productive life.

As the final recommendation of the Massachusetts Committee on Recreation's report, the Committee's Chairman called for the members of the National Therapeutic Recreation Society of NRPA, the President's Committee on Employment of the Handicapped and the Governors' Committees on Employment of the Handicapped to join together in similar efforts in other states on behalf of people with handicaps.

For information on this program, write:

Committee on Recreation and Leisure  
President's Committee on Employment of the  
Handicapped  
Washington, D.C. 20210



A Model Statewide Plan for a Task Force on the Development of Community Based Recreation Programs and Services for Handicapped.

by Ms. Sandy Thomas\*

Formation of Task Force

The creation of the Task Force evolved from the need for information about what community based recreation programs were available to the handicapped in Colorado. This need was first discussed during a Colorado Therapeutic Recreation Society Workshop on Leisure Counseling. The need for community referral resources for those people leaving the institutions was apparent, and the consensus was that little was known about this area.

Dr. John A. Nesbitt, Director, U.S. Bureau of Education for the Handicapped Community Models Project, made a consultation visit to Colorado. He met with therapeutic recreators and the concept of a demonstration of state planning for the development of community recreation for the handicapped was discussed. From this idea, the Task Force was formed with the expectation that its existence would be two to three years.

The framework within which the Task Force has been functioning is as follows:

Goal: Development of Community Recreation for Handicapped  
--Initiation, Expansion, Improvement

Procedures:

1. Establish Task Force
2. Conduct "status of programs" survey
3. Conduct survey to find and identify handicapped
4. Compile findings
5. Each member identify needs, problems, set goals, develop plan for implementation
6. Conduct monthly information exchange meetings
7. Publish a monthly newsletter
8. Report monthly to Colorado Therapeutic Recreation Society Executive Committee and Colorado Park and Recreation Society Administrative Council

\* Ms. Thomas is Past President of the Colorado Therapeutic Recreation Society, 1538 East 6th Avenue Denver, Colorado. 80218.

Members of Task Force:

1. Co-chairpersons  
CTRS President -- Sandy Thomas  
CPRS Past President's Board member -- Gary McDonnell
2. Eight Area Representatives  
The state was divided in accordance with already existing sections as determined by the Colorado Special Olympics Committee  
Area I -- John Cogley  
Area II -- Trinidad Silva  
Area III -- Clem Brigl  
Area IV -- Gene Van Blaricum  
Area V -- Larry Codillo  
Area VI -- Jake Gelvin  
Area VII -- Herb Brockman  
Area VIII -- Jerry Bates
3. Convernor -- Furman Griffis
4. Consultant -- Carol Ihli
5. Representatives from each city and municipality in Colorado

BEH Models Project Support:

1. Direct mailing to Task Force of project materials
2. Liaison between national agencies and Task Force members, i.e.: obtaining and repackaging materials for Task Force
3. Two follow-up consultations
4. Periodic telephone consultations with Task Force

Expected Outcomes:

1. Generally limited initiation, expansion, improvement of program delivery is expected
2. Generally, Task Force members may be able to report in narrative form on enhanced management of total program: enhanced ability to interpret needs, problems, and goals; enhanced planning and development.

### State Level Activities

Sandy Thomas, co-chairperson, has been actively involved in:

1. Requesting and receiving \$300 for Task Force expenses from Colorado Parks and Recreation Society
2. Requesting and receiving from U.S. Representative Pat Schroeder's office copies of P.L. 94-142 and related information for Task Force members
3. Requesting and receiving letters of support for Task Force from state agencies
4. Communicating with Dr. Tony Paulmeno, senior consultant for federal grants of the Colorado Department of Education regarding P.L. 94-142 and possible plans for recreation implementation.
5. Communicating with federal, regional, and state agencies about grant possibilities for the Task Force, in particular receiving a copy of the grant application for the New Jersey Statewide Community Recreation for Handicapped In-Service Training project funded by the U.S. Bureau of Education for the Handicapped. Also received information on the \$4 million Parkersburg, West Virginia, Park for the Handicapped funded through the Rehabilitation Act of 1973.
6. Communicating with Janet Anderson, Administrative Assistant to the Colorado Governor's Council on Handicapped and Vice President of the National Handicapped Sports and Recreation Association, regarding concerns of the handicapped as they relate to recreation.
7. Giving talks to recreation classes about the Task Force, its purposes and goals.
8. Communicating with Dr. Marshall Banks, University of Colorado, regarding utilizing Task Force for internship positions and use of computer.
9. Coordinating survey efforts with Judy Gilbert, Master's student, Therapeutic Recreation, University of Colorado
10. Consultation with Irene Ackner Kasson regarding the New Jersey project.

11. Communicating with Task Force members, regarding information, problems, concerns, progress, direction
12. Organizing monthly Task Force meetings
13. Organizing a State Workshop on Recreation in Public Law 94-142 which was attended by approximately 100 therapeutic recreation specialists and representatives from the state division of special education.

#### Area Activities

The Task Force members have been educating themselves to the problems, available resources, community concern, existing programs, and needs specific to their areas. As is to be expected when covering a large geographic area, the findings vary, and Area Representatives are beginning to develop procedures to best suit their areas.

To date Area Representatives have been involved in the following:

1. Developing first year's goals for their areas
2. Education and information exchange on P.L. 94-142 -- its implications and possible plans of implementation
3. Communications with community resources -- seeking and receiving assistance with mailing, communication, support.
4. Review of survey instruments
5. Development of preliminary survey, sending survey to community recreators analysing returns.
6. Review and follow-up on survey results
7. Survey revision by Area III representative Clem Brigl, for use with computer to be sent to cities, schools, private agencies, organizations working with and/or representing handicapped citizens.
8. Keeping a record of Task Force activities.

#### Task Force Progress

In general, Task Force members are better able to define area and state needs and what direction to take.



Area II Representative, Trinidad Silva, has been conducting his survey in conjunction with Grand Junction Recreation Department and Adams State College.

Area III Representative, Clem Brigl, has begun a pilot project in Jefferson and Boulder counties. Metropolitan State College's class, "Community Recreation for the Handicapped" has chosen the Task Force as a class project and is doing on-site visits to conduct the survey and do follow-up.

Area V Representative, Gene VanBlaricum, has been utilizing the help of community people in rehabilitation and recreation.

Area VII Representative, Herb Brockman, has accepted the position of Area VII Special Olympics coordinator which will aid in relaying the common concerns of the two groups.

Area VIII Representative, Jerry Bates, has been working with George Small, Special Olympics coordinator from this area.

#### Problems and Concerns

I. P.L. 94-142 Plans for implementation of this bill have not yet been finalized by the Colorado Department of Education.

A concern as it relates to recreation is that according to existing state law, the Department of Education can no contract with private agencies. Unless there is a change in law, school districts will not be able to contract with community recreation centers for recreational services.

An alternative is for the Department of Education to provide the support services as listed in the Bill statewide directly to handicapped students. Again, according to existing law, direct student services can not come from the state level but must be provided at the district level.

A question at this time is whether school districts will hire therapeutic recreation personnel. In Colorado, the trend is to lay off classroom teachers due to declining school population. It is not known how many lay offs are taking place in the area of special education. Related to this is the question of what qualifications the school districts will require of a therapeutic recreator if the school district does in fact decide to hire support personnel.

P.L. 94-142 states that recreation be provided for handicapped students. The opportunity for educators to be brought up to date on the purpose of recreation and leisure education will facilitate the inclusion of recreation on the child's Individual Education

Plan. This opportunity does not yet exist. In Colorado a state plan was prepared, sent to Washington, and then withdrawn by the state. There are many questions and objections that have been raised and until these questions and objections are answered relative to the law in general it appears progress on implementing the recreation dimension of Public Law 94-142 will be held up.

II. Community Recreation Departments -This past year, many community recreators recognized the need for inclusion of handicapped citizens in their recreation programs. The difficulty lies in demonstrating to the governing boards that hiring professional personnel and making facility adjustments as necessary will result in revenue producing programs. Existing community personnel are having to take on additional programs and many recreation departments are unable to utilize the expertise of therapeutic recreators in establishing and conducting integrated and segregated programs.

III. Communications -Communication has been an anticipated problem in coordinating a statewide effort. Since a major thrust has been the self-education of the Task Force, much discussion takes place concerning issues, alternatives, and direction at state coordination meetings. Task Force members at various times are unable to attend meetings due to schedules, jobs and/or money. Communication by mail can not always reflect all information and decision making processes involved. Deadlines are delayed and progress is slower.

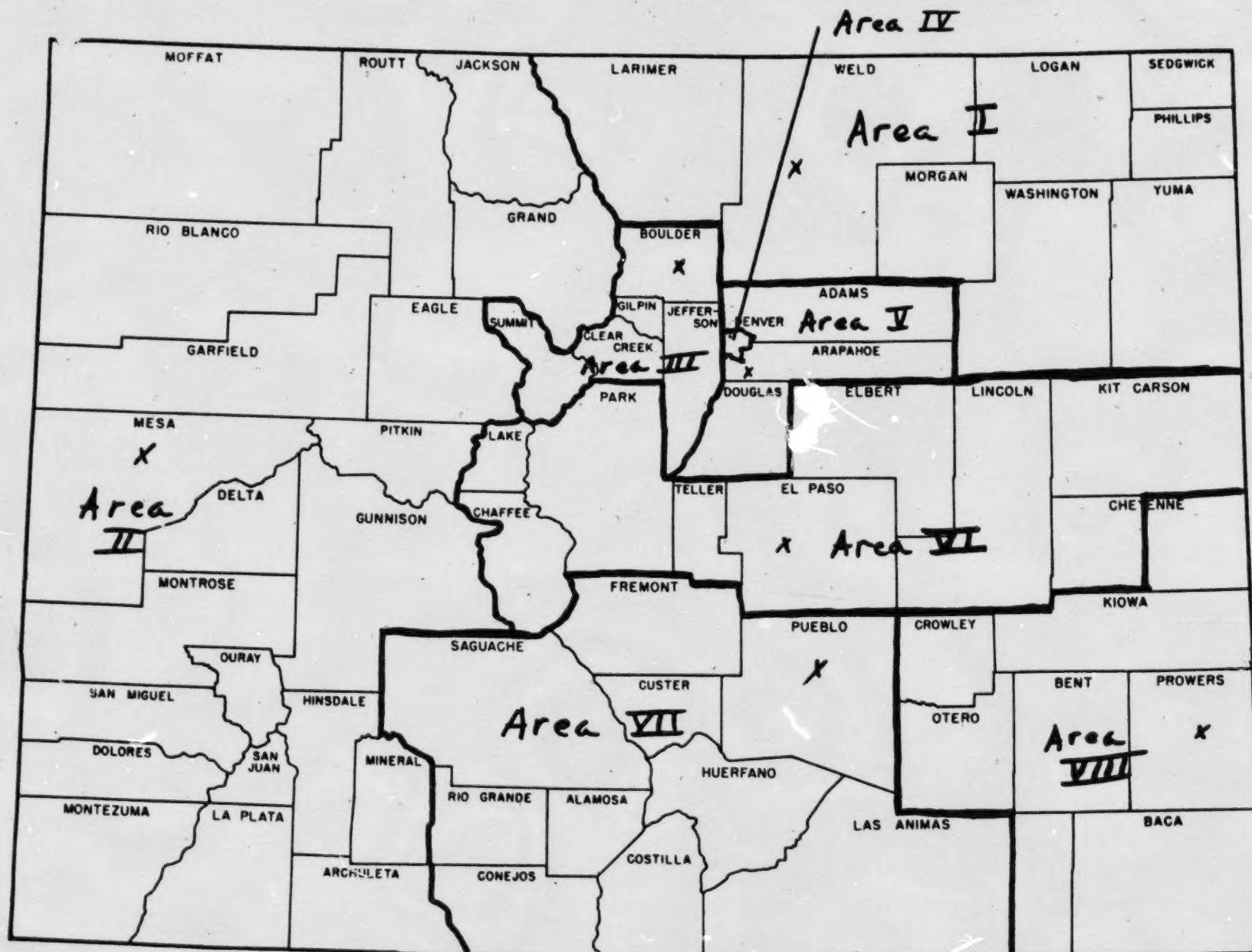
IV. Expenditures -Telephone calls, mailings, and mileage have largely been paid by individual members and support agencies to date. Since much information is needed as a basis from which to proceed, surveys are being done to determine status of existing programs, find and identify handicapped citizens and determine their recreational needs. It is believed that even with agencies' support, more resources to conduct surveys and proceed with plans will be needed.

V. Summation -At present, the major obstacle to operating more efficiently is the lack of money for full time personnel, for travel expenses for on-site visits with Area Representatives and community recreation departments, for training materials and consultants for workshops and for office operations.

It can be said that the Task Force is beginning to explore alternative solutions to a need which many have recognized but few have resolved to meet. The Task Force welcomes all suggestions, questions, and requests for assistance in developing recreation programs for handicapped citizens.

Task Force Members

- Mr. Jerry BATES, Recreation Director, Box 270, Lamar Municipal Building, Lamar Colorado 81052
- Mr. Clem BRIGL, Recreation Department, Metropolitan State College, 1006 11th Street, Denver, Colorado 80204
- Mr. Herb BROCKMAN, Recreation Therapy Department, State Home and Training School, 1330 West 17th St., Pueblo, Colorado 81003
- Mr. Larry CODILLO, Adams County Mental Health Center, 3200 West 76th Avenue, Westminster, Colorado 80030
- Mr. John COGLEY, 109 Gunter Hall, University of Northern Colorado Greely, Colorado 80631
- Mr. Jake GELVEN, Youth Treatment Center 308 East Yampa Street, Colorado Springs, Colorado
- Mr. Furman GRIFFIS, Recreation Department, Metropolitan State College, 1006 11th Street Box 25, Denver Colorado 80204
- Ms. Carol IHLE, Director Activity Therapy, Fort Logan Mental Health Center, 3520 West Oxford Avenue, Denver, Colorado 80236
- Mr. Gary McDONNEL, Director Parks and Recreation Department, 44 Union Street, Lakewood, Colorado 80228
- Mr. Trinidad SILVA, Recreation Therapy Department, P.O. Box 2568 State Home and Training School, Grand Junction, Colorado 80501
- Ms. Sandy THOMAS, Past President of the Colorado Therapeutic Recreation Society, 1538 East 6th Avenue, Denver, Colorado 80218
- Mr. Gene VanBLARICUM, Commission on Mental Retardation, 639 South Broadway, Denver, Colorado 80209



336



The New Jersey Comprehensive Inservice Training Program for Community Recreation Practitioners

by Ms. Ilene Ackner Kasson

The Comprehensive Inservice Training Program for Community Recreation Practitioners is motivated by the belief that handicapped persons have a right to public recreation services, and the knowledge that they rarely receive them.

Lacking many of the natural recreative outlets available to non-handicapped persons, handicapped individuals must rely on relatively structured or guided programs to fulfill their recreative needs--as well as physical, social emotional, and intellectual ones. Those individuals who are capable of participating in existing recreation programs, and who will benefit from participation in said programs, should be encouraged and able to do so. Those individuals for whom integration is neither advisable nor practical should be given the opportunity to participate in specialized recreation programs designed to suit their particular interests and needs.

Although it is the responsibility of public recreation agencies to provide these programs, it is a responsibility which few of them have assumed. We believe that the reluctance of county park systems and municipal recreation and park departments to serve handicapped persons stems not from indifference, but from a general lack of awareness, knowledge, and skills. The Comprehensive Inservice Training Program for Community Recreation Practitioners therefore provides administrators, supervisors, and leaders employed by public recreation agencies with the training they need to be able to plan, develop, implement, expand, evaluate, and maintain recreation services for persons who are handicapped--and to feel comfortable doing it.

A special project of the New Jersey Department of Community Affairs, the Comprehensive Inservice Training Program for Community Recreation Practitioners, is funded by a U.S. Bureau of Education for the Handicapped grant, with matching funds provided by the Department.

The Project Director is assisted by a full-time assistant and a full-time secretary. The New Jersey State Supervisor of Recreation whose office is located within the Department of Community Affairs, provides official liaison between the Project and New Jersey's county park commissions and municipal recreation and park departments.

Just as a community-based recreation program for handicapped persons depends in part on the cooperation of outside agencies for its success, so, in part, do we. We have invited a number of consumers, parents of consumers, provider, and advocates of community recreation services for handicapped persons to serve in an advisory capacity to our Project. Members of the Advisory Board serve as liaisons between the Project and their respective agencies or interest groups, interpreting our program and its goals to the people they represent, and interpreting the needs and concerns of their constituents to us.

The following agencies and interest groups are represented on our Advisory Board:

New Jersey Recreation and Park Association  
County Parks Section  
State/Municipal Section  
Educators Section  
New Jersey Department of Education  
New Jersey Department of Institutions and Agencies  
New Jersey Developmental Disabilities Council  
New Jersey Commission for the Blind  
New Jersey Association for Retarded Citizens  
New Jersey Association for Children with Learning Disabilities  
New Jersey Easter Seals Society  
New Jersey Special Olympics, Inc.  
Project A.C.T.I.V.E.

Since the people who comprise our target population are administrators, supervisors, and leaders employed by public recreation agencies, we worked through the New Jersey Recreation and Park Association to publicize and to encourage participation in our Project. By submitting articles to the Association's monthly newsletter and quarterly magazine, and by attending and addressing participants at Association meetings (both formally and informally), we are able to build state-wide interest in the Comprehensive In-service Training Program.

Invitations to the Training Program are extended by mail and by telephone to New Jersey Recreation and Park Association's members as well as to non-members. The State Supervisor of Recreation provides us with the names, addresses, and telephone numbers of those practitioners who do not belong to the Recreation and Park Association. Brochures are included in each mailing to explain the goals and the content of the Training Program.

Additionally, we the representatives of the advocacy agencies listed above to encourage their members to advise recreation practitioners in their respective communities to take advantage of what we have to offer. We sense this is a particularly valid

means of publicizing and selling our Program.

The Comprehensive Inservice Training Program for Community Recreation Practitioners is being offered in two stages: an Orientation to Recreation for the Handicapped Institute designed primarily for administrators who have no prior exposure to programming for handicapped persons; and a Delivery of Services Institute for practitioners currently serving, or about to serve, in programs for the handicapped who need to develop and improve their understanding and skills.

The Orientation Institute is offered four hours a week, one afternoon a week, for six weeks in the Fall. The Delivery of Services Institute is offered three hours a week, one night a week, for four eight weeks in the Spring. Both Training Institutes are being held at Fairleigh Dickinson University (in Northern Jersey) and Trenton State College (in Central Jersey) so that practitioners from several parts of the State have access.

A unique component of the Delivery of Services Institute is the use of a study team to identify inservice needs indigenous to New Jersey recreation practitioners, and the development of a Training Program that directly addresses those needs. The Team consists of a therapeutic recreation specialist and a community recreation specialist. They visit and study three recreation programs serving handicapped persons and base their recommendations upon those visits.

Another component of the training program which deserves mention is the preparation of special resources and materials to be used by practitioners as a supplement to Institute lectures, demonstrations, and exercises. The following resources facilitate the development and implementation of programs in the practitioners' respective communities:

- annotated list of funding sources in recreation for the handicapped
- questionnaire to be used when determining service needs and priorities in recreation for handicapped persons in local communities
- cover letters, publicity announcements, registration forms, medical forms
- listing of people-and-thing resources in New Jersey
- community self evaluation instrument

Finally, individual consultation services is provided to practitioners who participate in the Training Program. By consulting with the participants, the Project Staff has an opportunity to reinforce skills and knowledge acquired during the Training Program and to help the practitioner apply what was learned to his/her community.

New Jersey Project Training Materials

American Foundation for the Blind. "What Do You Do When You See a Blind Person?". 1975.

American Society of Landscape Architects Foundation. Barrier-Free Site Design. Washington, D.C.: HUD, 1975.

Beechel, Jacquie - Interpretation for the Handicapped, Seattle, WA: National Park Service, 1975.

National Association for the Deaf. "The Manual Alphabet". 1973.

National Association for Retarded Citizens. Facts on Mental Retardation, Arlington, Texas: The Association, 1973.

National Association for Retarded Citizens. Retarded Citizens Need Recreation Too! Arlington, Texas: The Association 1975.

National Recreation and Park Association, Trends for the Handicapped - Arlington, VA: the Association, 1975.

Materials are also available from Easter Seal Society, Association for Children with Learning Disabilities, Epilepsy Foundation and Cerebral Palsy Association.



## Information About Handicapping Conditions

by Ms. Cynthia Pradon

### General Information

Driver Education for the Handicapped, distributed by The Iowa  
Department of Public Instruction, Division of Health  
Education, Physical Education and Safety, Des Moines  
Public School, 1800 Grand Avenue, Des Moines, Iowa  
50307

Facts About Handicapped People, distributed by The President's  
Committee on Employment of the Handicapped, Washington,  
D.C. 20210

One in Eleven Handicapped Adults in America: A Survey Based on  
1970 U.S. Census Data, distributed by The President's Committee  
on Employment of the Handicapped, Washington, D.C.  
20210

Services, Money and You, distributed by Iowa Developmental  
Disabilities Council, 523 East 12th Street, Des Moines  
Iowa 50319

Developing Programs for the Rural Handicapped, distributed by  
The Federal Extension Service, U.S. Department of  
Agriculture, Washington, D.C.

Helping the Handicapped in Rural Areas, distributed by The  
Federal Extension Service, U.S. Department of  
Agriculture, Washington, D.C.

### Aging

Help for the Disabled: Aging Disabled, distributed by The U.S.  
Department of Health, Education, and Welfare, Social  
and Rehabilitation Service, Washington, D.C. 20201

### Amputation

Help for the Disabled: Amputation, distributed by, The U.S.  
Department of Health, Education, and Welfare, Social  
Rehabilitation Service, Washington, D.C. 20201

### Cancer

Help for the Disabled: Cancer, distributed by, The U.S.  
Department of Health, Education, and Welfare, Social  
Rehabilitation Service, Washington, D.C. 20201

## Communication Disorders

### Deaf and Hard of Hearing

Help for the Disabled: Deaf and Hard of Hearing, distributed by,  
The U.S. Department of Health, Education, and Welfare,  
Social and Rehabilitation Service, Washington, D.C.  
20201

Recognizing Communication Disorders, distributed by The American  
Speech and Hearing Association, 9030 Old Georgetown  
Road, Washington, D.C. 20014

Speech and Language Disorders and the Speech and Language Pathologist,  
distributed by The American Speech and Hearing  
Association, 9030 Old Georgetown Road, Washington,  
D.C., 20014

### Developmentally Disabled

Break Through: The Iowa Program for Citizens with Developmental  
Disabilities, distributed by The Iowa Developmental Disabilities  
Council, 523 East 12th Street, Des Moines, Iowa 50319

Developmental Disabilities Program The 1975 Amendments, distributed  
by The U.S. Department of Health, Education and Welfare,  
Office of Human Development, Developmental Disabilities  
Office, Washington, D.C. 20201

What Are Developmental Disabilities, distributed by The Iowa  
Developmental Disabilities Council, 523 East  
12th Street, Des Moines, Iowa 50319

Would a Residential Facility for Developmentally Disabled Adults  
Be Welcome in Your Neighborhood?, distributed by The Iowa Develop-  
mental Disabilities Council, 523 East 12th Street,  
Des Moines, Iowa 50319

### Diabetes

Help for the Disabled: Diabetes, distributed by The U.S. Department  
of Health, Education and Welfare, Social and Rehabili-  
tation Service, Washington, D.C. 20201

### Epilipsy

Respond to: Workers with Epilepsy, distributed by The President's  
Committee on Employment of the Handicapped, Washington, D.C. 20210.

### Heart Disease

Help for the Disabled: Heart Disease, distributed by The U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Washington, D.C. 20201

The Heart Patient at Work: The Road Back, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

### Mentally Retarded

About Jobs and Mentally Retarded People, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Guide to Job Placement of the Mentally Retarded, distributed by the President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Memo to Employers: How the Retarded are Trained for You, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Preparing for Work: A Guide for Special Class Teachers, School Guidance Counselors, Work Study Specialist, Families of Mentally Retarded Young People, and Mentally Retarded Young People Themselves, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

### Orthopedic Impairments

Help for the Disabled: Orthopedic Impairments, distributed by The U.S. Department of Health, Education and Welfare, Social and Rehabilitation Service, Washington, D.C. 20201

Physically Handicapped, distributed by The Cooperative Extension Service, Iowa State University, Ames, Iowa 50010

### Stroke

Help for the Disabled: Stroke, distributed by The U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Washington, D.C. 20201

### Legislation

Adapting the Law to the Needs: An Examination of Section 503 of the Rehabilitation Act of 1973, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Affirmative Action to Employ Disabled Veterans and Veterans of the Vietnam Era, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Affirmative Action to Employ Handicapped People, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

### Advocacy and Public Relations

Advocacy, distributed by Iowa Developmental Disabilities Council  
523 East 12th Street, Des Moines, Iowa 50319

An Invitation to Those Youths Who Aren't Afraid to Get Involved, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Boy Power '76: Meeting the Needs of Today's Handicapped Youth, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210, and National Council, Boy Scouts of America, Education Relationships Service, North Brunswick, New Jersey 08902

Iowa Developmental Disabilities Council Presents "Choosing a Place in the World", distributed by Iowa Developmental Disabilities Council, 523 East 12th Street, Des Moines, Iowa 50319

Creative Volunteering: Helping Handicapped People Help Themselves, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

How to Communicate to and about People Who Happen to be Handicapped, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Interview: Harold Russell, Chairman, President's Committee on Employment of the Handicapped, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Opening Doors for the Handicapped, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210



Planned Volunteer Programs: Serving the Job Needs of Handicapped People, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Publications List, distributed by The National Association for Retarded Citizens, 2709 Avenue E East, P.O. Box 6109  
Arlington, Texas 76011

The Problems of Imposed Handicap, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Issues and Problems

Barriers-Free Architecture: 'Yesterday's Special Design Becomes Tomorrow's Standard', distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Help Open the Doors: There are Barriers which Bar the Handicapped, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210, and The National Society for Crippled Children and Adults, 2023 West Ogdon Avenue, Chicago, Illinois 60612

Standards for Making Buildings Intended for Use by The General Public Accessible to and Functional for the Physically Handicapped, distributed by Office for Planning and Programming, State Building Code Section, 523 East 12th Street, Des Moines, Iowa 50319

Life Liberty Pursuit of Happiness and Other Two Hundred Year Old Dreams, distributed by State of Iowa Governor's Committee on Employment of the Handicapped, State Office Building, Des Moines, Iowa 50319

Recreation and Handicapped People, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Iowa White House Conference on Handicapped Individuals Final Report, distributed by State of Iowa Governor's Committee on Employment of the Handicapped, State Office Building, Des Moines, Iowa 50319

Information on Employment of the Handicapped - General Information

All You'll Ever Need to Know About Hiring People with Disabilities,  
distributed by The President's Committee on Employment  
of the Handicapped, Washington, D.C. 20210

Hiring the Handicapped: Facts and Myths, distributed by The President's  
Committee on Employment of the Handicapped,  
Washington, D.C. 20210

Management Views the Handicapped, distributed by The President's  
Committee on Employment of the Handicapped, Washington,  
D.C. 20210

Production Hang-ups? Help Wanted? , distributed by The President's  
Committee on Employment of the Handicapped, Washington,  
D.C. 20210

Work and How to Get It, distributed by The President's Committee  
on Employment of the Handicapped, Washington, D.C. 20210

Communication Disorders

Hiring Persons with Hearing Impairments, distributed by The  
President's Committee on Employment of the Handicapped,  
Washington, D.C. 20210

So You've Hired Someone with a Hearing Impairment, distributed by  
The President's Committee on Employment of the Handicapped,  
Washington, D.C. 20210

Mentally Ill

Manpower Problems? distributed by The President's Committee on  
Employment of the Handicapped, Washington, D.C. 20210

So You're Going to Hire the Mentally Retarded, distributed by The  
President's Committee on Employment of the Handicapped,  
Washington, D.C. 20210

Mentally Retarded

Mentally Retarded Persons in the Open Job Market, distributed by  
The President's Committee on Employment of the Handicapped,  
Washington, D.C. 20210

Supervising the Mentally Handicapped: The Procedures, the Rewards,  
distributed by The President's Committee on Employment  
of the Handicapped, Washington, D.C. 20210

These, Too, Must be Equal America's Need in Habilitation And Employment of the Mentally Retarded, distributed by The President's Committee on Mental Retardation, Washington, D.C. 20210

Physically Handicapped

Application for Employment: To American Industry from the Physically Handicapped, distributed by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

## Resources on Barriers to Leisure for the Handicapped

by Ms. Sue Food

### Introduction

To most of us, the pursuit of Recreation during our leisure time is an ability taken for granted. We can enjoy ourselves quite easily. But what about the handicapped individuals in our society? Do they enjoy the same opportunities for leisure and recreation? How difficult is it for them to attend a baseball game, or a movie? How many barriers will be in their way?

Barriers to leisure and recreation for the handicapped take many forms. There are: personal, attitudinal, architectural, and transportation barriers that the handicapped individual must overcome.

### Personal Barriers

On the personal level handicapped people have to deal with such barriers as a lack of information about leisure opportunities and their legal right to recreation. Many handicapped people don't have the extra income to afford recreation. Some have a poor self-concept concerning the ability to enjoy themselves. This is due to undeveloped or negative values toward leisure activities and undeveloped leisure skills.

### Attitudinal Barriers

Attitudinal barriers are not found only within the self concept of the handicapped individual. Attitudes held by other people and society in general can create enormous barriers. Family and friends may desire to overprotect, hide, or be apathetic toward the need for recreation. Non-handicapped individuals may have negative attitudes toward including the handicapped. The non-handicapped individual in defining the handicapped individuals uses such labels as old, disabled, dependent, crippled, or unfit. Such labels help to breed the prejudice which excludes many handicapped from recreational activities.

### Architectural Barriers

Architecturally our society discriminates against the handicapped minority. 90% of all public recreation facilities are inaccessible to the nation's 25 million handicapped individuals.



### Transportation Barriers

Although some recreation facilities are becoming architecturally more accessible, transportation to the facilities also presents a barrier. Handicapped individuals have difficulty getting into and out of private vehicles and public transportation. Cost of transportation for example, a taxi, can be too expensive for an individual to afford.

For the handicapped these problems collectively present a monumental barrier to the full enjoyment of life.

### Selected Bibliography on Barrier Free Leisure Pursuit for the Handicapped

The following bibliography entries contain an up-to date literature review on barriers which limit opportunities for handicapped individuals to participate fully in the leisure experience.

Abt. Associates Inc. Travel Barriers prepared for Department of Transportation Office of Economics and Systems Analysis. Washington, D.C. August 1969. 207 pages (Index - Including life style of the handicapped, social-psychological meaning of handicap, travel behavior.)

AAHPER, A Bibliography of surveys in Physical Education and Recreation Programs for Impaired, Disabled, and Handicapped Persons Information and Research Utilization Center, Washington, D.C.

Architectural and Transportation Barriers Compliance Board Resource Guide to Literature on Barrier-Free Environments with Selected Annotations 1977. Washington. (225 page index of architecture-general, housing, public buildings, medical facilities & hospitals, rehabilitation centers, schools, transportation, standards, legislation, park and recreation, attitudes.)

Bushell, Shirley and Jerry D. Kelley. Providing Community Recreational Opportunities for the Disabled Office of Recreation and Park Resources Department of Recreation and Park Administration College of Physical Education and Cooperative Extension College of Agriculture, University of Illinois, Urbana, Illinois.

Evans, Marcia, Robin C. Smith, Mary G. Wiltrout. "Leisure Barriers Affecting Persons with Disabilities" supervised by Donald E. Hawkins, The George Washington University, April, 1976. (200 pages of literature review concerning Leisure barriers to the handicapped.)

Glickman, Donald S. Accessibility Standards, Capital Development Board. State Office Building, 401 South Spring Street, Springfield, Illinois 62706.

Michaels, R.M. Transportation of the Mobility-limited (Research and Training Center No. 20, RSA Department of HEW, Chicago Northwestern University, 1971-1975.

Resources for Planning Accessible and Barrier Free Recreation, Play Swimming, and Related Facilities for Use by Impaired and Disabled Persons. Physical Education and Recreation for the Handicapped.